

A Trip To The 'Harput Music' Museum As An Out-of-School Learning Environment: A Case Study

Okul Dışı Öğrenme Ortamı Olarak 'Harput Musiki' Müzesi Gezisi: Bir Durum Çalışması

Meltem TÜRKER¹  Ferhat BAHÇECİ² 

¹ Ali Kuşçu Bilim ve Sanat Merkez, Fırat Üniversitesi, Doktor

² Fırat Üniversitesi, Doçent

Abstract

The research utilized a case study approach to investigate the impact of museum visits on out-of-school learning, with a focus on the Harput Music Museum. Gifted students were selected using purposive sampling and given the task of researching Harput culture and a specific musical piece prior to their visit. To enhance engagement, a competition was introduced, with the aim of reinforcing the students' learning through real-time feedback. Semi-structured interviews were conducted to collect students' responses, which were analyzed using thematic content analysis with the help of Maxqda software.

The results revealed that although students often find museum visits unexciting, the inclusion of prior research, the competitive element, and the interactive aspects of the trip shifted their perceptions of cultural and social values. The visit significantly heightened students' interest in the historical and musical heritage of Harput, underlining the importance of preserving cultural traditions. Furthermore, the study recommends organizing similar museum visits in other regions and integrating cultural components into various subjects to create a more immersive and engaging learning experience.

Keywords: Harput, Museum, Music, History, Out-of-school learning

Özet

Bu araştırma, okul dışı öğrenmede müze ziyaretlerinin etkisini incelemek amacıyla nitel araştırma yöntemlerinden durum çalışması deseninin kullanılmasıyla yürütülmüş ve Harput Müzik Müzesi'ne odaklanmıştır. Amaçlı örnekleme yoluyla seçilen üstün yetenekli öğrenciler, ziyaret öncesinde Harput kültürü ve belirli bir müzik parçası hakkında araştırma yapmakla görevlendirilmiştir. Katılımı artırmak için bir yarışma düzenlenmiş ve bu yarışma, öğrencilerin öğrenimlerini anında geri bildirimlerle pekiştirmeyi amaçlamıştır. Öğrencilerin görüşlerini toplamak için yarı yapılandırılmış görüşmeler yapılmış ve bu veriler Maxqda yazılımı kullanılarak tematik içerik analiziyle incelenmiştir.

Sonuçlara bakıldığında, öğrencilerin genellikle müze ziyaretlerini sıkıcı bulmalarına rağmen, ön araştırma, yarışma unsuru ve gezinin etkileşimli yönlerinin, öğrencilerin kültürel ve sosyal değerlere bakış açılarını değiştirdiğini ortaya koymuştur. Gerçekleştirilen ziyaret, öğrencilerin Harput'un tarihi ve müzikal mirasına olan ilgisini önemli ölçüde artırmış ve kültürel değerlerin korunmasının önemini vurgulamıştır. Ayrıca, araştırma, benzer müze ziyaretlerinin diğer bölgelerde de düzenlenmesini ve daha etkileyici ve ilgi çekici bir öğrenme deneyimi yaratmak için kültürel öğelerin farklı derslere entegre edilmesini önermektedir.

Anahtar Kelimeler: Harput, Müze, Musiki, Tarih, Okul Dışı Öğrenme.

1. Introduction

Societies tend to constantly produce and accumulate these productions. This tendency also feeds historical and cultural transmission in itself. The transmission of knowledge, culture, and art accumulated over thousands of years to future generations ensures growth and advancement. A key method for individuals to comprehend and interpret their culture, both in the past and present, while also enriching it, is by raising awareness of the cultural heritage found in their own land. The formation of awareness about cultural assets contributes to individuals' embracing social values, assimilating values and transferring them between generations.

Museums are informal educational institutions that preserve and bring a society's historical heritage into the present, reflecting the stages that people go through in their life journey through the works they exhibit, and aim to give individuals a sense of history from an aesthetic point of view. In the Regulation of the Turkish National Committee of the International Council of Museums (ICOM) (ICOM, 2023), the museum is defined as "institutions that protect cultural artifacts and exhibit these artifacts collectively in order to increase study, education and aesthetic pleasure, and have collections of art, science, health and technology".

As an institution, museums are like puzzles that reflect the accumulation of humanity from past to present in almost every area of life, showing where people start and where they come from, but whose main parts are missing (Karadeniz Akdoğan, Durmaz, Kimzan, & Acer, 2019). Museums offer opportunities for the formation of national and spiritual identity. While visitors are interested in the objects and information in the museum, they also discover themselves and the reflections of their own culture. This process enables a person to make new connections, create meaning with his/her past and learn about his/her culture (Karagözoğlu, 2020). In addition to its founding purposes such as collecting, preserving, documenting and exhibiting objects from the past, museums have also undertaken their educational mission today (Kartal and Şeyhoğlu, 2020).

Museum education has been defined as a lifelong process for the purposes of recognizing the cultural characteristics of the society in which individuals live, recognizing different cultures, understanding similarities and differences, developing a perception of multiculturalism by being tolerant of different cultures, and developing the awareness of protecting the environment and cultural assets (Özrili, 2019). Museums in Turkey have very rich collections that will facilitate history teaching. Museums offer a rich environment for history education with their objects, visual materials, and drama opportunities (Adıgüzel, 2019).

In the education in museums and archaeological sites, in addition to seeing the objects in their natural state or in their own places, it can be more effective than many learning environments with experiences such as making in-depth observations, approaching them so that they can be touched and even smelled. As in all sciences, in social sciences, creating a curiosity or a desire to learn constitutes the most important stage of learning. Observing the real state of the object/space or its own history instead of virtual space or visuals and making comments about it will also contribute to the development of the cognitive field in students (Önal, 2021, s. 248). For this reason, the use of historical environments in lessons is also very valuable in terms of transferring cultural heritage.

Although museum environments have been an important field of education in every period, they have become popular again as one of the philosophical expressions of student-centered approaches, perhaps dating back to Socrates. Out-of-school learning environments for history education can also be considered as places where information is collected in the natural and human environment. It is said that museums are places that transfer information, provide the ability to compare by showing the connections between objects, and provide creative thinking skills through observation, logic and monitoring processes, instead of pointing to museums for tasks such as transferring, developing, making people think, comparing and creativity, which are included in the definitions of education (Yaşar, 2023).

Today, the function of visits to museums is expanded with different studies and perspectives and evaluated in a versatile way. In terms of value, a museum visit is evaluated from different perspectives (mental, interpersonal, social, physical, collections and emotional, etc.) (Gadsby, 2011) and it is stated that it can be included in educational environments in this respect (Yıldız, 2015). It is stated that it is important to use museums in education and training, which can contribute to the development of students in many aspects, with educational activities to be held both inside and outside the museum, to

emphasize to students that the museum is not just about "collection visiting", but that all these activities are a whole within education (Hassan, 2017). It is possible to see the reflections of this situation in educational programs. With the changes made in 2008, educational activities with museums were added to the Turkish, Mathematics, Social Studies, Science and Technology and Life Science course curriculum by the Ministry of National Education, Board of Education and Discipline (MEB, 2008).

When the literature is reviewed, it is seen that there are many studies stating that museum studies carried out for the purpose of teaching learning contribute to the versatile development of students. In this context, museums show that the information learned as a result of the activities carried out for teaching purposes is more permanent (Demirel & Özcan, 2020), that students can relate what they have learned to daily life (Ertaş et al., 2011); that the out-of-school trip is fun, instructive, interesting and intriguing (Demirel & Özcan, 2020); that students are interested and more curious to learn (Bozdoğan et al.2015, Demirel and Özcan, 2020) are also expressed as cultural environments in which they get to know the professions (Bakioğlu and Karamustafaoğlu 2020) in connection with the learning environments visited and contribute positively to many high-level thinking skills such as critical thinking, analytical thinking, creative thinking, problem solving and decision-making (Öztürk and Bozkurt Altan, 2019).

Nevertheless, all studies agree that a teaching method where students actively participate in their learning, engage in hands-on experiences, connect their lessons to their surroundings, and integrate them with their social lives is among the most effective educational strategies (Karadoğan, 2016). Additionally, Tokcan (2015) noted that various field trips conducted as part of out-of-school learning are key educational activities from cultural and historical perspectives.

The aim of this study is to enable middle school students to learn about their history through a local museum and to pass on the cultural heritage, particularly the musical history of their region, to future generations. The main objective of the research is to examine how museum visits, as an out-of-school learning environment, contribute to students' deeper understanding of their local surroundings and the development of their cultural values. The central research question is formulated as follows: What are middle school students' experiences of out-of-school learning environments during a planned field trip to the Harput Music Museum? This study shares similarities with previous research in terms of knowledge transfer (Demirel & Özcan, 2020), promoting learning by doing (Karaoğan, 2016), and helping participants better understand their communities and cultures by connecting learning to everyday life (Öztürk & Bozkurt Altan, 2019). What distinguishes this study from others is its inclusion of an active participation component during the trip, a competition requiring constant attention, its focus on gifted children, its exploration of a historical site that has not been studied before, and its location, which encompasses various elements of cultural heritage such as music, history, folklore, legends, arts, musical instruments, and musicians, both tangible and intangible.

2. Aim

Today, education has ceased to be just an activity that takes place within the four walls of classrooms and has become a process in which students interact, experience and learn from the real world. In this context, out-of-school learning environments that include cultural heritage elements, such as museum trips, are one of the important historical tools that allow students to translate their theoretical knowledge into practice and gain concrete experiences. Using visuals to represent real-life experiences in the classroom is criticized for not effectively enhancing students' skill development (Dilli, 2017; Dilli vd., 2018; Artvinli vd., 2019; Çopur & Önal, 2021; Önal, 2021).

It is seen as one of the most important factors that can help students learn in this process by going out of school and increasing students' desire to learn through new experiences in order to improve students' skills and provide students with new skills. Museums, which are one of the first places to apply in such cases, offer the teacher and the student the opportunity to develop since they help students develop their feelings and thoughts in different ways (Çopur and Önal, 2023).

Beyond being just an exhibition area, Harput Music Museum stands out as an educational platform with historical heritage, artistic values and cultural richness. This museum aims to strengthen intercultural connections and contribute to students' values education processes by offering students the opportunity to get to know music history, instruments and artists.

The primary aim of the study is to explore how museum visits, as out-of-school learning environments, help students gain a deeper understanding of their surroundings and enhance their cultural values. The central research question is: What are the experiences of secondary school students regarding out-of-school learning environments during a planned field trip to the Harput Music Museum? This is

represented as. The trip within the framework of Harput Music Museum was reflected in the research questions under the general word "museum" with the aim of allowing students to express their thoughts about their museum experiences. In the semi-structured interviews conducted with the students, the following sub-questions related to the main issue were addressed:

- 1-) What do you think of when you hear the word 'museum?'
- 2-) What would you say about the positive or negative contributions of museum visits to education?
- 3-) What educational activities can be carried out in museums?
- 4-) What can be done to make museum visits useful?
- 5-) What are the positive and negative contributions of out-of-school learning environments such as museums to your knowledge and cultural values?
- 6-) How did the organized museum tour contribute to your learning?

In this context, it is discussed in detail how the experiences offered by the Harput Music Museum strengthen students' interest in history, music, art and culture, and how these experiences create an effect in the context of out-of-school learning. In this regard, the participants' feelings, thoughts and opinions regarding the concept of museum in general, with the logic of particular to general, are examined by analyzing their answers to the research questions through content analysis. In addition, direct quotations of the data obtained by content analysis are also included in the findings.

3. Method

The research was conducted as a case study, which is one of the qualitative research methods. A case study involves the in-depth exploration and detailed description of a bounded system as its focus (Merriam, 2013). The purpose of the case study design is to gain a deeper understanding of the internal dynamics of a complex event by examining it thoroughly. In this context, the key characteristic of case studies is their detailed investigation of one or more specific situations. This means that factors such as environment, individuals, and processes are approached holistically, with an emphasis on how they influence or are influenced by the situation in question (Yıldırım & Şimşek, 2018). In other words, case studies do not limit the research to a single perspective, but instead aim to uncover and understand different facets of the event or phenomenon being examined from multiple viewpoints (Gürbüz & Şahin, 2018). This particular study seeks to explore the cultural experiences of students within a historical context, focusing on their visit to the Harput Music Museum, an out-of-school learning environment, from multiple perspectives.

3.1. Research sample

The study's participants included 15 gifted secondary school students from Elazığ, who were chosen specifically for the research and voluntarily took part. The students were selected from various grade levels. The demographic details of the students from whom data were collected are presented in Table 1.

Participants	Grade	Gender
W1	5th Grade	Male
K2	7th Grade	Male
P3	5th Grade	Female
W4	6th Grade	Male
W5	6th Grade	Female
W6	7th Grade	Male
W7	5th Grade	Female
W8	5th Grade	Female
W9	7th Grade	Male
W10	5th Grade	Female
C11	6th Grade	Male
C12	5th Grade	Male
P13	7th Grade	Male
C14	8th Grade	Female
P15	6th Grade	Male

Table 1. Demographic characteristics of the students participating in the trip

3.2. Data Collection Tools

Semi-structured interview form was used as data collection tool. The semi-structured interview guides the researcher through a series of questions and topics that he/she has prepared in advance. In other words, in the semi-structured interview type, the participant is allowed to go outside the interview guide determined by the researcher at a limited level in order to collect information about the previously determined issues. Such interviews allow the researcher to both proceed in line with the interview guide and go in depth when needed (Gürbüz and Şahin, 2018, s. 184). In order to collect data in the study, the researcher reviewed the literature before planning the trip and determined 10 semi-structured interview questions about the situation to be examined. As a result of expert evaluations, the pilot study revealed that participants provided identical responses to some questions, leading to the decision that these questions would not contribute to the research process. Following the experts' review of the scope of the questions, the number of questions was reduced to six. In this way, a semi-structured interview form was prepared before the trip.

3.3. Process

3.3.1. Pre-Trip

Before the trip, the purpose and scope of the trip, at what time and where to visit, and the trip plan were prepared and shared with the students and parents. Students were asked to do historical and cultural research on Harput and were asked to work on a Harput musical work. After reaching Harput, brief information about the history and culture of Harput was conveyed by the researcher. Afterwards, the Harput Music Museum was started to be visited as previously determined, accompanied by the guide in charge.

3.3.2. Trip Process

The trip process started with the provision of preliminary information. Later, when entering the museum, the researcher said that he would ask a question to the students at the end of the trip, that the question would be related to the structures examined and the information obtained during the trip, and that the first person to answer the question correctly would be rewarded.

After this explanation, a volunteer student was asked to share the information about Harput. Various cultural values such as 'Harput castle epic', 'Balakgazi epic', 'Arabian father tomb epic' were presented by the students. Later, the museum tour started. Within the museum, many cultural values such as musical instruments used in Harput music, tablet tables with Harput musicians, candle statue on the night of Harput, candle statue of the Elazığ folklore team were examined. As the students touched the Harput music samples on the tablet tables, a different local music started to play in the museum. In the meantime, the researcher reminded of learning a Harput music, which is one of the responsibilities given, and while the willing students performed, the other students kept the rhythm. After mentioning each item in the museum separately, the researcher reminded the students about the knowledge contest to be held on the trip and stated that he would ask only one question and that he would say this when they left the museum. After the museum tour was over, the students were taken out and asked a single question. 'What was the floor of the Harput Music Museum made of?'. After 3 wrong answers to the question, the correct answer was expressed by a student and he answered 'Elazığ Alacakaya sour cherry marble'. In the question asked, the aim was to achieve a cultural value. The student was instantly rewarded with reinforcement, information was given about Alacakaya cherry marble, and with this behavior, the motivation of other children about cultural values and national historical environments was tried to be increased.

3.3.3. After The Trip

After the trip, interviews were held with the students within the scope of the questions prepared in line with the purpose of the research before the trip and data on the purpose of the research were collected.

3.4. Data Analysis

In the study, the data were analyzed in the MAXQDA 20 program. Thematic content analysis was used during the analysis of the data. The data obtained through the semi-structured interview form were coded and themes were identified. By making the necessary arrangements, the findings were presented in tables, explained and interpreted. In addition, direct quotations from student opinions were included (P1, P2, etc.). The studies carried out to increase the validity and reliability of the research can be listed as follows; obtaining the necessary permissions from the students, parents, school management and the Directorate of National Education before the application, keeping the interview records confidential

and informing about their use for scientific purposes, not being guiding during interview, direct quotations from student opinions, and the coefficient of compliance being .80 by making the coding by a different field expert.

4. Findings

'What comes to your mind when you think of a museum?' students mostly associated the concept of museum with the concept of historical artifact (f5). It is seen that this is followed by the expressions of valuables(f3), war tools (f2), works of art (f2), cultural elements (f2), earthenware containers(f1). Some of the student statements regarding these codes and themes are as follows:

Theme	Frequency
Historical Building Maintenance	5
Precious item	3
War tools	2
Artwork	2
Cultural elements	2
Earthenware containers	1
Total:	15

Table 2. What comes to mind when you think of museums

K2: "There are many historical artifacts in the museum"

P7: "When I think of museums, I think of people's valuables after they die."

K12: "The place where the pots and pans are made of all kinds of soil."

'What do you say about the positive or negative contributions of museum visits to education?' sub-problem, it is stated that it contributes most to better understanding the lesson (f4) and contributes to the lesson (f3). It is seen that these are followed by the expressions of socialization (f2), learning new things (f2), acquiring general culture (f2), learning by having fun (f1) and embodying information (f1). Some of the student statements regarding these codes and themes are as follows:

Theme	Frequency
Providing a better understanding of the lesson	4
Contribution	3
Socialisation	2
Willingness to learn new things	2
General Culture	2
Learning with fun	1
Embodying information	1
Total:	15

Table 3. Contributions of museums to education

P1: "Telling the lesson of children like us from life allows us to understand that lesson better. Therefore, I think it will be good for the lessons. "

K3: "It allows us to socialize with our friends and see different cities, and it allows you to give information about our history, and it allows us to adapt to our society."

K8: "At school, we understand the lesson, I try to embody abstract thought in our brainpower, but if we really see those places, we make sense and feel them because we perceive them concretely, it becomes more memorable, they say, if we read a lot or if we travel a lot, it makes sense. We came today and we would make sense of it in a very nice way, happy for us. "

'What educational activities can be carried out in museums?' drama(f7) suggestion was expressed the most in the sub-problem. It is seen that this is followed by the expressions of painting (f2), writing essays (f2), story writing (f2), culture puzzle (f1), voiceover(f1). Some of the student statements regarding these codes and themes are as follows:

Theme	Frequency
Drama	7
Painting	2
writing an essay	2
Story writing	2
Culture puzzle	1
Dubbing	1
Total:	15

Table 4. Educational activities that can be carried out in museums

K1: "Information is given about the historical artifact, and we try to find it. We will reinforce the history lesson. "

K4: "We can tell and write stories from the mouth of sculpture, clothing, historical artifacts."

P5: "The role can be made, for example, some people can demonstrate about a certain subject in the past."

'What can be done to make museum visits useful?' sub-problem, the suggestion to do activities (f9) was expressed the most. It is seen that this is followed by the statements of more than one travel guide (f2), being able to touch the materials in the museum (f2), and answering questions (f2). Some of the student statements regarding these codes and themes are as follows:

Theme	Frequency
Doing activity	9
Multiple travel guides	2
Ability to touch materials in the museum	2
Q&A	2
Total:	15

Table 5. What can be done to make trips useful

P5: "We will learn better when we tell a few guides."

P11: "We can imitate the works with things such as animation."

P12: "We can answer questions about culture, it will enable us to learn better and it will be an activity like a puzzle."

'What are the positive and negative contributions of environments containing historical elements such as museums to your cultural values?' the suggestion to ensure learning the most unknowns (f12) was expressed in the sub-problem. It is seen that this is followed by the expressions of reinforcing what is known (f1), seeing objects alive (f1), understanding the past period (f1). Some of the student statements regarding these codes and themes are as follows:

Theme	Frequency
Ensuring learning	12
Reinforcing the known	1
Ability to see objects alive	1
Understanding the past period	1
Total:	15

Table 6. Contribution of museums to cultural value

K2: "I learned things I never knew. We sang Harput music. It was so beautiful, so different. "

K9: "I saw the tea shop team I saw at the weddings closely, I touched their clothes."

P13: "At that time, I wondered if they could spend more time on art when there was no possibility, when there was no internet. I questioned Harput in the past. "

'How did the organized museum tour contribute to your cultural values?' the suggestion of learning different cultural information (f6) was expressed the most in the sub-problem. It is seen that the expressions of the opportunity to experience this (f3), witnessing the culture closely (f2), increasing

interest and curiosity (f1), respect (f1), bonding with the past (f1), and longing(f1) follow. Some of the student statements regarding these codes and themes are as follows:

Theme	Frequency
Learning different cultural knowledge	6
Possibility to experience	3
Witnessing the culture closely	2
Increased interest and curiosity	1
Being respectful	1
Connecting with the past	1
Özlem	1
Total:	15

Table 7. Contribution of the organized trip to cultural values

K6: "I think the biggest contribution to me is that I learned a song that I never knew until this age, I sang in the crowd for the first time."

K10: "I admired his ability to write those lyrics, his singing. I appreciate that. It's like it's been finely crafted. "

P15: "When I get home, I will investigate more. I will read books about Harput. I will tell my family and classmates what I have learned, and even bring the guests to this museum. "

5. Conclusion and discussion

Museums, as out-of-school learning environments, play a crucial role in preserving cultural heritage and passing it on to future generations. By bringing together objects dispersed across time and space, museums create a bridge between the past and the present, making them effective educational spaces outside the traditional classroom, as they offer students the chance to learn through experience. In the case of this museum, designed with cultural heritage in mind for secondary school students, it can be argued that through proper educational planning, students can explore culture and art from past to present, and develop the ability to appreciate the cultural artifacts they are familiar with by deeply analyzing them based on the knowledge and perspectives they've gained. Furthermore, activities involving artistic practices following museum visits provided students with the joy of recreating a historical work with their own hands, fostering an emotional connection to the pieces. When examining similar studies in the literature:

Doğan and Özdemir (2022) mentioned in their study that they concluded out-of-school learning environments have a positive impact on academic achievement. During the interviews conducted as part of the research, participants expressed the belief that such environments would contribute positively to academic success. Furthermore, it was noted that field activities increased students' motivation to learn and encouraged a positive attitude toward learning.

Demirel and Özcan (2020) found in their study that museum visits helped reinforce the knowledge participants had previously acquired. The study concluded that a well-planned and structured museum visit aided students in learning new information and deepening their understanding of existing knowledge. The students involved in the activity reported that they not only gained new insights but also reinforced what they had already learned. Additionally, the fact that participants remarked on how their perception of the activity area changed after the visit suggests that such experiences can help correct misconceptions.

Bakioğlu and Karamustafaoğlu (2020) concluded in their research that out-of-school learning environments help students both socialize and learn. Participants indicated that the field trip promoted social interaction, particularly around the theme of mutual benefits. Therefore, it can be said that field trips focused on cultural heritage contribute to individuals forming new friendships and enhancing their social skills.

Similarly, Coll & Coll (2018) noted in their study on museum trips that pre-visit and post-visit planning enhanced students' interaction and collaboration. In the fifth sub-problem of their research, students indicated that they socialized during the field trip and recognized its social benefits. During interviews, participants clearly expressed the trip's contribution to their socialization. From this perspective, it can be said that well-planned field trips foster student socialization by promoting interaction.

In the action research conducted by Üztemur, Dinç, and Acun (2017), it was found that prior to the activities, students associated museums with objects like bombs, swords, bullets, and guns. However, after the activities, their perception of museums and historical sites evolved, including associations with concepts like creative drama, cultural activities, tradition, historical artifacts, and Turkish history. Consistent with these findings, it was also observed that students linked the concept of a museum to ideas such as "historical artifacts, valuables, war tools, earthenware containers, and artworks."

Bozdoğan et al. (2015) concluded that a well-organized field trip helps students retain the knowledge they acquire, increases their curiosity, interest, and enthusiasm for learning, and offers firsthand learning through observation. Similar results were obtained in this study, where students also developed an awareness of cultural values. Therefore, it can be suggested that planned field trips can play a significant role in the transmission of cultural heritage.

Keskin and Kaplan (2012) found that after visiting a toy museum, students achieved learning objectives related to Social Studies and History courses, developed skills, and gained awareness of cultural values. Similarly, in this study, it was observed that students connected the goals of Geography, History of the Turkish Revolution, and Kemalism courses—especially History and Social Studies—with the museum visit. The observations suggested that the museum visit also strengthened students' cultural ties and enhanced their understanding of their city's cultural values.

Akyürek (2011) noted that students do not actively participate in museum activities, remaining passive and unaware of the civilizations that once lived on the land they inhabit. However, following a structured museum activity, students expanded their knowledge and perspectives on museums and historical artifacts through new experiences. When asked how to make museum visits more beneficial, students suggested activities like reenactments and theater to encourage learning through experience.

In conclusion, it was found that museum tours contributed to students' development in multiple ways, helping them better understand the subjects, enjoy learning about their culture, raise awareness of historical elements, and make abstract concepts more tangible. Since the museum tours took place in historical and cultural settings, they also contributed to individuals' sensitivity toward cultural heritage, while enhancing empathy and communication skills. Moreover, students' feedback that they learned about the historical, geographical, and sociological conditions of the period shows that museum trips support interdisciplinary learning outcomes.

6. Recommendations

It is thought that out-of-school learning education based on cultural studies to be given starting from preschool will have a functional role in raising individuals who value and protect cultural heritage.

Culture can only survive by being preserved and passed on from generation to generation. For this purpose, carrying out such studies on parents can raise awareness of the generation.

Studies in which more active learning environments are provided by organizing various field trips for different grade levels can be examined in various aspects.

In this study, a semi-structured interview form was used. Planned field trips can be examined in different aspects by developing various data collection tools.

By visiting different museums that include cultural heritage, students can build bridges with their past and learn by doing and living.

This study is limited to gifted students. Conducting the research with a different and larger sample could provide richer data.

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