



Understanding Our History: Local and Oral History in Social Studies Courses *

Tarihimizi Anlıyoruz: Sosyal Bilgiler Derslerinde Yerel Tarih ve Sözlü Tarih

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Article Info

Article Type	Research & Theoretical
Received	31.08.2020
Accepted	15.10.2020
DOI	10.17497/tuhed.788446
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Cite	Ütkür Güllühan, N. (2020). Understanding our history: Local and oral history in social studies courses. <i>Turkish History Education Journal</i> , 9(2), s. 532-548. DOI: 10.17497/tuhed.788446

* The necessary ethical permission was obtained from Istanbul University Cerrahpasa Social Sciences and Humanities Research Ethics Committee (13.10.2020-135135).

Abstract: The main aim of this study was to elicit the views of prospective classroom teachers (PCT) about their work on local history and oral history after the education given in the social studies course and to determine the properties of their related work. The study group consisted of 63 PCTs attending the third grade at the Department of Classroom Education of a public university in Istanbul, Turkey. In this study, which has the characteristics of action research, document analysis as a qualitative research patterns and an open-ended survey were used as data collection tools. In the study, the PCTs received education on the use of local history and oral history in social studies courses. Then, they were asked to present their work on local history and oral history in a classroom setting. The results obtained show that the education they had been given was effective in the PCTs' learning of how to use these methods in the social studies course. The PCTs successfully utilized local history and oral history in the social studies course and were able to present their related work. In addition, when the results related to the views of the PCTs were examined, it was determined that they had positive thoughts and gains, which is consistent with the literature.

Keywords: Social Studies, Local History, Oral History, Change and Continuity

Öz: Bu çalışmanın temel amacı, sınıf öğretmeni adaylarının (SÖA) sosyal bilgiler dersinde verilen eğitim sonrasında yerel tarih ve sözlü tarihle ilgili yaptıkları çalışmalara yönelik görüşlerinin alınması ve çalışmaların özelliklerinin belirlenmesidir. Çalışma grubunu İstanbul ilinde bir devlet üniversitesinin Sınıf Eğitimi Anabilim Dalı'nda üçüncü sınıfta öğrenim görmekte olan 63 SÖA oluşturmaktadır. Nitel araştırma desenlerinden eylem araştırması özelliği taşımakta olan bu çalışmada elde edilen verilerin toplanmasında doküman inceleme ve açık uçlu anket veri toplama aracı olarak kullanılmıştır. Çalışmada SÖA'lara yerel tarih ve sözlü tarihi sosyal bilgiler derslerinde kullanmalarına yönelik bir eğitim verilmiştir. Ardından SÖA'ların yerel tarih ve sözlü tarihe yönelik çalışmalarına sınıf ortamında sergilemeleri istenmiştir. Elde edilen sonuçlar göstermektedir ki, yerel tarih ve sözlü tarihin sosyal bilgiler dersinde yöntem olarak kullanılmasına yönelik verilen eğitim, SÖA'ların bu yöntemleri öğrenmeleri hususunda etkili olmuştur. SÖA'lar öğretilen bu yöntemleri sosyal bilgiler derslerinde kullanma ve bunlara yönelik çalışmalar yapabilme konusunda başarılı olmuşlardır. Ayrıca SÖA'ların çalışmalara yönelik görüşlerine bakıldığında, genelde literatürdekine paralel şekilde olumlu düşünceleri ve kazanımları olduğu görülmektedir.

Anahtar Kelimeler: Sosyal Bilgiler, Yerel Tarih, Sözlü Tarih, Değişim ve Süreklilik

Introduction

Today, there is a rapid change and development in every field, which also manifests itself significantly in social studies, as well as in other areas. In addition to changes in the social field, continuity is also observed because it is known that some elements have existed for many years while others have lost their importance and function over time (Dere, 2018; Thompson, 1978; Marino, 2012). One of the areas in which change, and continuity are prominent is oral history.

Oral history is based on the understanding that human beings will definitely exist and they cannot be separated from history. Allan Nevins' development of the first modern methodology in oral history in 1948 can be considered as a symbolic beginning of the emergence of oral history (Thompson, 1978). Considering the development of oral history, it

is seen that it is used in various fields. It quickly gained popularity among people, as it included ordinary, excluded, lagging, and shadowed people as well as academia. Thus, it has been used in various fields of education (Dere, 2019b, p.410).

The oral history method with many important pedagogical contributions has been extensively used both in the research of academic disciplines and in educational practices since the middle of the 20th century in various countries, such as the USA, England, Canada, Australia, and New Zealand; however, in Turkey, oral history dates back to the 1990s for academic research and the 2000s for education practices (Dere, 2018). The educational reform movement in social studies focuses on constructivist and inquiry-related approaches in social studies and history teaching. In 2005, after the curriculum were prepared according to the constructivist learning theory, it started to be used in life sciences, social studies and history lessons as a learning and teaching method (Dere, 2019a; 2019b). It has taken its place in the literature as a method that can be used in the teaching of history subjects to attract students' attention, ensure their active participation, and make social studies lessons alive.

When looking at local history studies, students are presented with a concept of historical thinking, which offers spatial awareness, a sense of chronology, and the capacity to put their lives in a historical context. Local history is a type of history that includes the reflections of people, places, social, economic, and political developments at the local level, which are not considered worthy of being included in the general historical narrative. (Avci-Akçalı, 2013). Local history is considered to help students think historically by providing them with evidence that can be interpreted and deduced (Marino, 2012). Within the scope of out-of-school history teaching, the importance of historical places is emphasized. The local history method can be applied at all levels of the education system from primary school to higher education, but it is especially appropriate for primary school students who need concrete learning (Öner, 2015).

Considering the development of education programs in Turkey, with the constructive approach adopted in the 2005 Social Studies Curriculum, there has been a transition to active teaching and learning [Ministry of National Education (MoNE), 2005]. Among the methods that facilitate student learning of history, this curriculum contains the local history method, which provides a sense of belonging and sense of space, and the oral history method that addresses change and continuity. These methods are also included in the learning domain of 'culture and heritage' in the most recent social studies course curriculum published in 2018. Local and oral history methods are mentioned in the first achievement of this learning domain, namely "creates family history utilizing verbal, written and visual resources and objects", as well as in the explanation given for the second achievement, "Oral history or local history studies are undertaken through the visit of a historical place, such as a museum, mosque, tomb, bridge, madrasa and caravanserai in the immediate vicinity of the school" (MoNE, 2018, p. 14).

Local and oral history methods, which are explicitly included in the social studies curriculum, come to the fore by bringing the issues of socio-economic and cultural history to the agenda within a narrower spatial scope and from the perspective of ordinary people. In this sense, oral and local history studies have been positioned as a research and project

activity under the concept of out-of-school learning together with other approaches (Doğan, 2015). According to Öner (2015), oral history, as an element of out-of-school history teaching, is a method of recording the memories of living people's own experiences through verbal interviews and transferring them to future generations. Jenks (2010) described oral history as a process that combined historical research with ethnographic skills, in which a researcher investigates historical events by asking questions and talking to people who can remember their past living experiences. Oral historians usually collect audio or video recordings and then prepare written transcripts of the interviews. Using such information, researchers can create the narrative of that historical event or period from different perspectives.

Local history studies include data on the history of historical artifacts, their physical condition, the feelings and thoughts evoked by these artifacts in students, and the feelings and thoughts of the local community that has been familiar with such artifacts for a long time. In oral history, the preparation stage involves examining the first- and second-hand sources, selecting the person(s) to be interviewed, and determining the interview questions. The second (application) stage consists of asking the predetermined questions, recording the responses, and analyzing the recorded data; the third (reporting) stage involves arranging the data and writing a report using first- and second-hand sources; and finally, in the presentation stage in the classroom, the work that has been undertaken is shared with other students, parents, and all history enthusiasts through a presentation (Kabapınar, 2014). In oral history studies, students should adopt historians' working styles in their research of the historical context. This process involves conducting interviews, copying, analyzing and interpreting data, and presenting the results.

In oral history studies, working like a historian is considered to engage and inspire students and increase their interest in history (Bertram, Wagner & Trautwein, 2017; Boyd, Fernheimer & Dixon, 2015; Kabapınar, 2014; Lanman, 1987; Lee & Nasstrom, 1998). In addition, through oral history studies, students learn to conduct research and record real events from the lives of people in society (Boyd, Fernheimer & Dixon, 2015; Goald & Gradowski, 2014; Kabapınar, 2014). Furthermore, oral history studies are considered as a concrete learning area suitable for the new education concept of the 21st century comprising social responsibility and student-centered, active, and lifelong learning by living (Anderson & Hamilton, 2016).

The literature contains studies in which local methods and oral history are addressed separately (Ablak, Dikmenli & Çetin, 2014; Akbaba & Kılcan, 2012; Aktın & Tekir, 2018; Avcı-Akçalı, 2012; Avcı-Akçalı & Aslan, 2016; Boyd, Fernheimer & Dixon, 2015; Crocco & Marino, 2017; Dere, 2018; Dere & Kızılay, 2017; Dere & Kalender, 2019; Dere & Uysal, 2019; Dilek, 2016; Goald & Gradowski, 2014; Harshman, 2017; Jenks, 2010; Kabapınar, 2014; 2015; 2018; Kabapınar & İncegöl, 2016; Sağlam & Sayımlı, 2018; Shopes, 2015; Stefaniak, Bilewicz ve Lewicka, 2017). There are also studies conducted with prospective teachers that will use oral history in their class as a classroom teacher in the future (Aktın & Tekir, 2018; Dere, 2018; Dündar, 2017; Tural, 2017). However, there is no research focusing simultaneously on local and oral history studies undertaken with prospective teachers. This aspect of the current study

is considered to fill a gap in the literature because it is important to address the local history and oral history methods together to promote student activity in social studies courses.

This research aimed to elicit the views of prospective classroom teachers (PCTs) concerning local and oral history studies they were engaged in after the related education given in the social studies course and to determine the properties of their outputs. To this end, the answers to the following research questions were sought:

- 1) What are the properties of the work undertaken by PCTs in relation to local history?
- 2) What are the PCTs views of the work they undertook in relation to local history?
- 3) What are the properties of the work undertaken by PCTs in relation to oral history?
- 4) What are the PCTs views of the work they undertook in relation to oral history?

Method

Research model

This study used action research, one of the qualitative research methods. Action research first emerged as a result of the work conducted by the social psychologist Kurt Lewin in the mid-1900s. Lewin's action research model is based on a positivist paradigm that clearly distinguishes the researcher and the researched and has a cycle of discovery, intervention, and evaluation (Kemmis, 1980; cited in. Elliott, 1991).

Action research focuses on recognizing the educational problems faced by teachers and finding solutions for them. Applied action researches are researches designed by teachers to find a solution to a problem they encounter in their classroom, to improve the learning level of their students in any subject, and to increase their own professional performance (Creswel, 2005). Therefore, it is a type of research used in practical rather than theoretical studies (Elliott, 1991); therefore, action research was considered to be appropriate for the nature of the current study since it was carried out with prospective teachers.

Working group

For this research, the study group consisted of 63 PCTs, 35 female and 28 male, attending the third grade at the Classroom Education Department of a public university in Istanbul, Turkey. Purposeful sampling focuses on information-rich situations whose answers will shed light on the questions sought (Patton, 2014, s.230). Since the social studies teaching course is taught in the third year, this group was chosen as the study group.

The age range of the PCTs was 19-22 years. The PCTs were asked to form nine groups of seven members to conduct the work related to local and oral history. The PCTs formed their own groups based on who they wanted to work with. The necessary ethical permission was obtained from Istanbul University Cerrahpasa (13.10.2020-135135) to conduct the work with the PCTs.

Data collection tools

Document analysis

In this study, the reports prepared by the PCTs related to the work they undertook on local history and oral history were analyzed using the document analysis method. After determining the types of work conducted by the PCTs, the categories were identified, and their products were analyzed according to the criterion of whether they conformed to the characteristics of the education given.

Open-ended survey

An open-ended survey was administered to the PCTs to determine their views of local and oral history studies. After analyzing the obtained data, codes and categories were created in line with the purpose of the study and analyzed by content analysis. The questions in the survey aimed to elicit the feelings and thoughts of the PCTs while they were conducting local and oral history activities and the achievements they acquired through these activities.

While determining the criteria to be considered in document analysis and open-ended survey questions, the opinions of expert lecturers and social studies and classroom teachers were received to ensure validity. Thus, the final version of the questions and criteria was obtained. The opinions of a total of eight experts were subjected to the Lawshe content validity test (cited in, Yurdugül, 2005). The content validity index of the items was calculated, ensuring that they served their purpose in relation to the constructs that were measured. The content validity index was found to be 0.92 for the document analysis and 0.90 for the open-ended survey. According to the Lawshe test, when there are eight experts, the accepted value is 0.78; thus, it was concluded that the data collection tools used in this study were valid.

Procedure and Process

The PCTs were given education about the use of local and oral history methods during the social studies course over 15 class hours (45 minutes each). The stages of this education are briefly explained below.

- Preparation stage:
 - Activity 1. The PCTs were familiarized with local history and oral history and understand the role and importance of these methods in social studies.
 - Activity 2. Each stage of local and oral history studies was discussed in detail.
 - Activity 3. Case studies were undertaken to raise the PCTs' awareness of the possible activities that could be conducted using these methods.
- Application stage:
 - Activity 1. The concepts of place attachment, change and continuity were discussed and their relationships with local history and oral history were examined.
 - Activity 2. The PCTs were given examples of the topics related to local history and oral history and explained how they could associate these topics and related activities with the social studies course. In this process, preliminary preparations such as the preparation of interview questions, determination of historical places and people to

be interviewed were made using drama, case study and brainstorming methods. Thus, examples were created for the preparations that the teacher candidates would make.

- Evaluation and feedback stage:

Activity 1. Sample activities were evaluated, and the PCTs were engaged in discussions regarding the characteristics of local history and oral history.

Activity 2. What the PCTs should pay attention to in the classroom environment when performing local history and oral history activities was summarized by taking their opinions.

The opinions of eight field experts were obtained concerning the stages of the education program. The Lawshe (1975) technique was used to determine the content validity of the stages of the education program prepared by the researcher (cited in. Yurdugül, 2005). Three of the experts were academicians from the departments of classroom education or social studies education while the remaining five were classroom or social studies teachers. According to the expert opinions, the necessary modifications (addition and/or deletion) were made to the education program, and the final version was obtained. The content validity index of the final version was found to be 0.92 according to the Lawshe test. Since there were eight experts in this test, the validity index should be minimum 0.78, and therefore the stages in the education program were determined to be valid for the purpose.

After providing the PCTs with the necessary education on how to use local history and oral history as teaching methods in the social studies course, the PCTs were asked to form nine groups of seven members each. Each group chose topics and subjects about which they would conduct local and oral history activities. Then, each group carried out local and oral history studies/activities on the subject based on the determined topic.

In their local history studies, the PCTs visited the historical place/artifact they selected and collected data on its history and physical condition. In addition, they expressed their own feelings and thoughts during their visit. They also interviewed the local people and asked them to describe their feelings and thoughts about the historical place/artifact. In their oral history studies, the PCTs investigated how the subject they chose had changed over and how it showed continuity from the past to the present. To demonstrate this concretely, they conducted interviews with relatives or people around them (preferably over 80 years of age), who had past and present experience and good knowledge about the selected historical place. After writing up reports on these activities, the PCTs presented them in the class environment. The presentations were evaluated by the other PCT groups and the lecturer, and feedback was provided.

Data analysis

The data obtained using the data collection tools were analyzed using content analysis. The main purpose of content analysis is to reach concepts and relationships that can explain the collected data (Yıldırım & Şimşek, 2013). While citing the views of the PCTs, codes, such as PCT1, PCT2, and PCT3 were used to maintain confidentiality. A classroom teacher with a PhD degree assisted in the data coding of the open-ended survey. The codes of the researcher and expert were compared, and the inter-coder reliability was calculated using the Miles and Huberman formula (1994): “reliability = number of agreements/number of agreements +

disagreements". When this value is above 0.80, the analysis is considered reliable. The reliability coefficient between the researcher and expert in the analysis of the data obtained was 0.88 for the document analysis and 0.94 for the open-ended survey. Accordingly, the analysis was considered to be reliable.

Findings

Properties of the work undertaken by the PCTs in relation to local history

Table 1 presents the topics related to the work undertaken by the PCTs in relation to local history as revealed by document analysis. The number of groups is given according to the topic selected topic.

Table 1

Topics Addressed by Pcts in Their Work Related to Local History

Topic	Number of groups (f)
Basilica cistern	3
Hagia Sophia Museum	2
Millet Library	1
Suleymaniye Mosque	1
Beyazit/Second-Hand Book Bazaar	1
Istanbul University	1
Total	9

When the local history topics chosen by the PCTs were examined (Table 1), it was seen all groups focused their work on historical places in Istanbul. Three of the groups conducted local history studies on the Basilica Cistern and two selected the Hagia Sophia Museum. The remaining groups chose different places of historical value in Istanbul. It has been observed that the PCTs generally chose the university and the historical places around it. Table 2 presents the data on whether the work prepared by the PCTs included the stages of local history studies.

Table 2

Stages of local history studies conducted by the prospective teachers

Stages	Number of groups (f)
Data concerning the history of the historical building	9
Data concerning the physical condition of the historical building	7
Data concerning the feelings and thoughts of the PCTs	7
Data concerning the feelings and thoughts of the local people	5

When the properties of the local history studies undertaken by the PCTs were examined (Table 2), it was seen that the PCTs in all groups (n=9) included the data related to the history of the historical building. In addition, seven of the groups referred to data on the physical condition of the historical building. Similarly, there were seven groups that collected

data on the PCTs' feelings and thoughts in relation to the historical building. Lastly, five groups included data on the feelings and thoughts of local people that have been familiar with the historical building for a long time. As can be understood from Table 3, the PCTs mostly included the expected stages in their studies on local history.

PCTs' views of the local history studies they undertook

According to the data obtained from the open-ended survey, Table 3 presents the views of the PCTs concerning the local history studies they conducted.

Table 3

Prospective teachers' views of the local history studies they conducted

Main theme	Subtheme	Number of views (f)
Feelings/Thoughts	Feeling like a historian	21
	Both having difficulty and enjoying conducting interviews	15
	Enjoying learning about the history and physical condition of the historical building	14
	Enjoying obtaining information about and examining the historical building	11
	Regretting not previously attempting to learn about the historical building	7
	Enjoying learning about people's feelings and thoughts	5
Achievements	Developing the skill to inquire about the immediate vicinity	20
	Developing an attachment to a place and a language	11
	Developing the skill to research and ask questions	10
	Learning that historical buildings appeal to large communities	5
Total		119

Examining the data in Table 3, it is seen that the PCTs' views of the studies they engaged in about local history fell into two main themes as 'feelings and thoughts' and 'achievements'. There were a total of 108 views, of which the most was the PCTs feeling like a historian (n=21) in the first theme and 'developing the skill to inquire about the immediate vicinity' (n=20) in the second theme. As an example of these views, PCT13 stated, "I felt like a true historian in all our work on local history. I can't wait to use this method in my class when I become a teacher". PCT50 commented, "I have seen that this method is very compatible with principle of from close to far. We always try to teach children what is far. However, if we can offer them opportunity to experience what is nearby, it will be much more appropriate. I learned this better through these studies".

Among the views presented least frequently were 'enjoying learning about people's feelings and thoughts' (n=5) for the first theme and 'learning that historical buildings appeal to large communities' (n=5) for the second theme. In this regard, PCT17 said, "It was very nice

for me to listen to people's feelings and thoughts and work on them during interviews" while PCT3 explained, "I did not know that historical monuments appealed to such a wide part of the society. A museum that I pass by every day has never been this important to me".

Most of the local history studies conducted by the PCTs revealed that their outputs complied with the qualities of the education provided. In addition, the PCTs achieved positive gains from the related activities. It was observed that the PCTs internalized these studies and started to better understand the history surrounding them. It has been determined that by seeing themselves as historians, they began to understand and feel what was nearby.

Properties of the work undertaken by the PCTs in relation to oral history

Table 4 shows the results of the document analysis of the topics related to the work undertaken by the PCTs in relation to oral history. The number of groups is given according to the topic selected.

Table 4

Topics chosen by the prospective teachers for their oral history studies

Topic	Number of groups (f)
Games and toys from past to present	2
Technology from past to present	2
Communication tools from past to present	1
Festive celebrations from past to present	1
Cartoons from past to present	1
Films from past to present	1
Junk food from past to present	1
Total	9

It was determined that a total of seven different topics were chosen by the nine PCT groups. Two PCT groups focused on games and toys from past to present and a further two addressed technology from past to present. The remaining topics chosen by one group each were communication tools, festive celebrations, cartoons, films and junk food from past to present. It is seen that the topics chosen are generally topics that vary between "past, present and future". The data on which stages were included in the PCTs oral history studies are given in Table 5.

Table 5

Stages of oral history studies undertaken by the prospective teachers

Stage	Number of groups (f)
Preparation	9
Application	9
Reporting	8
Classroom presentation	8

The examination of the properties of the work undertaken by the PCTs (Table 5) revealed that they mostly followed the stages of oral history studies. While all nine groups included the preparation and application stages in their work, eight reported and presented the data they collected in the classroom. It was observed that only one group had problems

in reporting the results and making a presentation in the classroom. In general, it is seen that all groups performed in accordance with all stages of oral history studies. The reason for this can be shown that the education given is effective.

PCTs' views of the oral history studies they undertook

According to the data obtained from the open-ended survey, Table 6 presents the views of the PCTs concerning the oral history studies they conducted.

Table 6

Prospective teachers' views of the oral history studies they conducted

Main Theme	Subtheme	Number of views (f)
Feelings/Thoughts	Feeling the change and continuity of the topics	31
	Feeling like a historian	14
	Enjoying interviewing people	14
	Feeling excited about using oral history in the social studies course	10
Achievements	Recognizing the presence of longing for the past in people	20
	Seeing that the past continues to be relevant	11
	Developing the skill to research and inquiry and ask questions	9
	Learning to screen the literature for a given topic	5
Total		114

According to the data obtained, the PCTs' views concerning the oral history studies they were engaged in were grouped under the two main themes of 'feelings/thoughts' and 'achievements'. The PCTs conveyed a total of 114 views, of which the most expressed was 'feeling the change and continuity of the topics' (n=31) in the first theme and 'recognizing the presence of longing for past in people' (n=20) in the second theme. Below are some examples from these views:

"I knew there was change and continuity in the content of oral history. However, I did not expect that it was to this extent. Indeed, it was great to feel the change in the ongoing/continuing elements from past to present" (PCT12). "In our interviews, we saw that people around us were longing for their past lives. A man we interviewed had tears in his eyes while expressing his thoughts about how religious holidays used to be" (PCT30).

The least expressed views of the PCTs in the first and second themes concerned 'feeling excited about using oral history in the social studies course' (n=10) and 'learning to screen the literature for a given topic' (n=5), respectively. Regarding these themes, the PCTs provided the following explanations: "I am very excited about using the oral history method in social studies lessons. I think it is a very appropriate method in the education of young children" (PCT7). "I learned to search the literature because we worked like researchers when conducting oral history studies. This was very useful for me." (PCT1).

In this study, it was determined that the PCTs were able to conduct oral history studies in accordance with the qualities provided in the education program. In addition, the PCTs acquired positive gains regarding oral history through the activities they conducted, and they expressed positive emotions and feelings. It can be said that the PCTs started to understand the history of themselves and their surroundings, as they stated that they felt like historians and realized the change and continuity in the subjects. As a result of local history and oral history studies, it is seen that PCTs started to explore their "history" by working like historians and they enjoyed it. Therefore, it can be stated that when they become teachers, they will help their students "to understand their history".

Conclusion

This study aimed to elicit the PCTs' views of local history and oral history studies they engaged in during their social studies course and to examine the properties of the studies. When the data obtained from the outputs of the PCTs were examined, it was found that the historical places of Istanbul were the most addressed topics in local history studies while the subjects that were considered to demonstrate the change and continuity from past to present were most appealing to the PCTs for their oral history studies.

The PCTs mostly complied with the stages of local history in their studies. The work undertaken by all groups included data concerning the history of the historical building examined. In addition, it was determined that the majority of the PCTs collected data related to the physical condition of the historical building, as well as about their own feelings and thoughts. Some of the groups also referred to the feelings and thoughts of the local people that have long been familiar with the historical building chosen.

When the PCTs' views of their local history studies were analyzed, it was observed that the skills they acquired included being able to conduct research and inquiry and ask questions. A conclusion supporting this finding was also reached in a study by Crocco and Marino (2017), in which many prospective social studies teachers pointed out that special attention should be paid to local and oral history in teacher preparation programs since they had only a little experience with such approaches in their schools. It is suggested that one way to achieve this is local history research. The authors concluded that local history could be an effective tool to encourage prospective teachers' attention and provide their deeper understanding of inquiry-oriented teaching.

In the current study, as a result of the local history studies, the PCTs gained the ability to be connected to a place and a language. The development of students' interest in history, place attachment, and civic engagement, confirmed that young people who gained knowledge about local history had increased interest, acquired a higher level of place attachment, and exhibited civil engagement and general social trust. In another study conducted by Harshman (2017) prospective teachers were provided with ways to think about how people and places studied as part of local history were shaped over time and the importance of moving the local geography to the classroom. In the study conducted by Avcı-Akçalı (2012), it was revealed that

the local history project enabled participant students to become conscious, to take pride in their own society and to be connected to the place. Another work by Ivygina, Pupysheva and Mukhametshina (2018) discussed ways to use texts about local history during Russian language lessons and concluded that the Russian language could be used as a basis to incorporate local history materials into the teaching process. This also supports the finding of the current study that indicates the presence of a relationship between local history and language.

Among the PCTs' views of local history studies, the importance of being able to experience what is nearby was emphasized by one of the PCTs as, "... if we can offer them [students] the opportunity to experience what is nearby, it will be much more appropriate." Similarly, Harshman (2017) observed that the prospective teachers used experiential learning in their local history practices. This way, the prospective teachers developed a critical understanding of how they could relate the place they examined to the people in the study area.

Concerning the results related to oral history in the current study, among the topics chosen by the PCTs were games and toys, technology, communication tools and festival celebrations from past to present, which are also included in the social studies curriculum and they also addressed interesting topics, such as cartoons, films and junk food from past to present. When asked to elaborate the reason for their choice of topics during their presentations, the PCTs explained that they wanted to choose topics related to their daily lives. In addition, it was seen that the PCTs prepared their work in accordance with the stages of oral history studies in general. While all the groups included the preparation and application stages in their work, eight of the nine groups also followed the stages of reporting and presentation in the classroom.

The PCTs views of the oral history studies they undertook revealed that the majority recognized the change and continuity. One of the PCTs who focused on games and toys from past to present commented, "...it was great to feel the change in the ongoing/continuing elements from past to present". In parallel to these findings, in a study by Dere and Kalender (2019), one of the students mentioned that the majority of the past games (e.g., hide and seek, nine stones, and jumping rope) continued to exist with small differences, but children now played more computer games. This indicates that the student in the study of Dere and Kalender (2019) accurately expressed the change and continuity in the field of games and toys. It also supports other studies reporting the positive effect of oral history on the perception of change and continuity (Doğan, 2015; Kabapınar, 2014; 2015; Kabapınar & İncegöl, 2016; Kabapınar, 2018; Dere, 2019a; 2019b; Dere & Kalender, 2019).

Some of the PCTs stated that they felt like a historian when conducting oral history studies, which is consistent with the finding reported by Bertram, Wagner and Trautwein (2017). The authors in that study showed that oral history improved the historical thinking skills of the prospective teachers. The PCTs in the current study feeling like a history researcher can also be shown as evidence that oral history studies improve their historical thinking skills.

The PCTs in this study also commented on how, in general, they enjoyed the interviews despite the difficulties they sometimes experienced. While making their presentations, the PCTs expressed that they enjoyed local history studies more than oral history activities. This may be because they probably had less difficulty in interviewing people they had chosen, rather than talking to the local people. Likewise, in a study by Kabapınar (2018), it was observed that young historians enjoyed the interviews very much, although it was difficult for them to persuade local people to conduct street interviews.

The findings and results obtained show that the education given in relation to the use of local history and oral history as a method in the social studies course was effective in the PCTs' learning of these methods. The PCTs successfully utilized these methods in social studies lessons and were able to produce learning outputs in related subjects. In addition, when the PCTs' views were examined, it is seen that they generally had positive feelings and gains, which is consistent with the literature. The recommendation for future research is given below.

- Similar studies can be conducted at other education levels considering that local history and oral history studies can be utilized at all levels from primary school to higher education.
- Especially for primary school students, oral history studies can be undertaken through interviews with their grandparents and local history studies can be provided in relation to the places in their immediate vicinity. Using these methods, it can be ensured that knowledge acquired by rote learning in life sciences and social studies lessons can be put into the real-life context to a large extent.
- It would be appropriate to organize in-service trainings and various seminars to ensure that in-service and pre-service teachers can grasp the importance of local and oral history methods.
- Various research methodologies can be used to develop prospective teachers' awareness of history and perception of change and continuity.
- Interdisciplinary research can be undertaken by combining oral history and local history studies in different disciplines at various levels of education.

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Ethics Committee Approval: The necessary ethical permission was obtained from Istanbul University Cerrahpaşa Social Sciences and Humanities Research Ethics Committee on 13.10.2020, issue number: 135135.