Determination of Student Opinions on Visiting Ephesus Ancient City and Museum as an Out-of-School Learning Environment

Okul Dışı Öğrenme Ortamı Olarak Efes Antik Kenti ve Müzesi Ziyaretine İlişkin Öğrenci Görüşlerinin Belirlenmesi

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ABSTRACT

This research was carried out to determine the opinions of the students about the visits to the ancient city and museum of Ephesus as an out-of-school learning environment. Semi-structured interview method, a qualitative research method, was used to investigate students' views in depth. The study group consisted of 15 students studying at İzmir Katip Çelebi University, Faculty of Tourism, in the fall semester of 2022-2023, in the 2nd grade and taking the Visual Arts course. In this study, analyses were conducted using a semi-structured interview form consisting of 10 questions. Students were given applications with supporting activities such as digital animated illustrations and designs, augmented reality, QR codes, and brochure designs prepared within the scope of the research. In light of the findings obtained as a result of this research, they stated that the use of the Ephesus Museum as an out-of-school learning environment causes learners to gain cognitive and positive gains in artistic and cultural fields. In addition, it has led them to think that it helps develop their empathy skills by learning about the important and future-lighting inventions and advances in the past, and by developing a perspective on how different cultures live in daily life, beliefs, economics and cultural.

Keywords: Out-of-school learning, Museum education, Art and Design education

ÖZ

Bu araştırma, okul dışı öğrenme ortamı olarak Efes Antik kenti ve müzesine yapılan ziyaretlere ilişkin öğrenci görüşlerini belirleyebilmek amacıyla yapılmıştır. Öğrencilerin görüşlerini derinlemesine araştırabilmek için nitel araştırma yöntemlerinden yarı yapılandırılmış görüşme yöntemi kullanılmıştır. Araştırmada çalışma grubunu, İzmir Katip Çelebi Üniversitesi Turizm Fakültesinde, 2022-2023 güz yarıyılında 2. Sınıfta öğrenim gören ve Görsel Sanatlar dersini alan 15 öğrenci oluşturmaktadır. Araştırmada 10 sorudan oluşan yarı yapılandırılmış görüşme formu kullanılarak analizleri yapılmıştır. Öğrencilere tez kapsamında hazırlanan dijital hareketli illüstrasyon ve tasarımlar, artırılmış gerçeklik, QR kod, broşür tasarımı gibi destekleyici etkinliklerle uygulamalar yaptırılmıştır. Bu araştırma sonucu elde edilen bulgular ışığında; Efes müzesinin okul dışı öğrenme ortamı olarak kullanılmasının öğrenenlerin sanatsal, kültürel alanda bilişsel düzeyde ve olumlu yönde kazanımlar elde etmelerine neden olduğu, farklı kültürlerin gündelik hayat, inanç, ekonomik ve kültürel olarak nasıl yaşadıklarına ilişkin bir bakış açısı geliştirerek empati yeteneklerinin gelişmesine yardımcı olmasını düşünmelerine neden olmuştur.

Anahtar Kelimeler: Okul Dışı Öğrenme, Müze Eğitimi, Sanat ve Tasarım Eğitimi

Introduction

In the competitive environment brought about by future societies and developments in the field of technology, necessary updates must be made by constantly renewing itself in the field of education. Developments of information, education and technologies depend on the existence of new educational structures that can meet the expectations of individuals (Çelen et al., 2011). Since 2004, they have changed their legal education, method of use, and duration of use, which has provided active initiatives for students.

Thanks to these methods and techniques, students work to understand new information with previous information and form in their minds (Çepni & Ormancı, 2018).

Today's education system aims to educate people with different skills as well as research, self-efficacy, self-confidence, critical thinking, and existing problems. In addition to school, experiences in out-of-school learning environments contribute to the development of acquiring these skills (Bozdoğan, 2016). Out-of-school activities help them participate in real life, and they have the opportunity to learn by living. In this way, theoretical content can be taught in a lively way (Göksu & Somen, 2018). Activities in out-of-school learning environments also activate many sensory organs and ensure that learning is lasting (Karadoğan, 2016). The learning experience (Göksu & Somen, 2018) in out-of-school learning environments, which allows children to actively participate in the activities, was forced, emotional and psychomotor processed (Kır et al., 2021; Karadoğan, 2016). Moreover, these environments demonstrate children's science motivation by enabling them to understand the relationship between the classroom environment and society (Itzek-Greulich et al., 2017).

The use of out-of-school learning environments for educational purposes is a reformist approach that originated in the 17th century and its importance is being increasingly understood today. This idea encompasses all activities outside the four walls of the classroom and arouses public interest in learning by experiencing more activities in person (Şen, 2019). The dimensions of out of-school learning vary according to changing needs and engagement. Out-of-school education programs play an important role in helping students get the most out of school, develop high self-esteem, develop their unique strengths and qualities, and increase their overall enjoyment of school and life. They also function to help students develop their skills, improve their ability to deal with life's challenges, and develop their passions (Shale, 2005).

Students' experiences and learning styles differ from each other, and therefore, students may think differently and produce different solutions when they encounter a situation or problem (Özgen et al., 2013). Therefore, teaching methods and techniques that take into account individual differences and ensure active participation should be used. One of the educational environments where these techniques can be used is out-of-school learning environments. One of the most important points to emphasize here is the possibility that the cannot expression out of school be considered as applied outside the school boundaries. Therefore, it should not be forgotten that out of- school learning is not an activity that can be carried out without planning, programming and following certain principles, regardless of the field. Several procedures should be followed when conducting out-of-school activities. These include notifying school administrators and obtaining permission from local authorities, controlling the means of transportation for the trip, completing bureaucratic procedures, involving teachers in the process, and visiting the site where the trip will take place beforehand. Consideration should also be given to informing students of their location, including providing materials and procurement information, student handouts and data collection tools such as worksheets and achievement tests. In addition, students and the rest of the team should harmonize during the activity, and everyone should act according to their responsibilities (Ergun & Çobanoğlu, 2017).

Activities in learning environments outside school support each student to acquire knowledge at his or her own pace, promote learning (Melber & Abraham, 1999) and support school (Gerber et al., 2001). The positive effects of out-of-school learning environments can be seen in many subjects such as science, social studies, mathematics and fine arts. Among these subject, fields such as natural and social studies are those that are more closely related to daily life, contain abstract concepts, involve many living and non-living things, and are open to research and inquiry (Erten & Taşçı, 2016).

Challenges Encountered in Out-of-School Learning Environments

Using an out-of-school learning environment has many advantages, but it also has disadvantages and drawbacks. First, managing instruction outside the classroom is more challenging and teachers' responsibilities increase. In addition, teachers do not want to waste time paperwork which is mandatory and time-consuming. This causes, anxiety because they fear not be able follow the curriculum. However, teachers should also consider the cost of transportation, lodging and meals. Other important shortcomings and difficulties are that the preparation process for extracurricular activities requires a lot of time and effort, the environment in which the trip takes place does not have sufficient materials, and teachers and trip leaders do not have sufficient knowledge and skills (Çalışkan & Yıldırım, 2021). At the same time, teachers should consider the presence of dangerous insect and animal species in the out-of-school learning environment, insect bites, the possibility of accidents and injuries, air pollution, and their inadequacies and concerns about these

issues. Coordinating children in an out-of-school learning environment without them having to leave their place of residence is another issue that needs to be considered and for which arrengements need to be made (Saleh et al., 2018).

Types of Out-of-School Learning Environments

In order to facilitate effective learning, different learning environments are needed where the student actively participates in learning, learns through hands-on activities, relates the topics learned to his or her environment and is connected to his or her social life. One of the environments where this understanding can be most effectively applied is in out-of-school learning environments which have emerged in recent years with definitions such as "out-of-school education, out-of-class education, non-formal education" (Eshach, 2007). Classrom/out-of-school practices and activities in educational processes; travel and fieldword, field trips, and social, cultural, industrial, and scientific sites (museums, natural history museums, science and technology museums, planetariums, botanical gardens, zoos, meteorological stations, water treatment plants, dams, industries, etc.), virtual reality practices, nature education, environmental club activities, tasks and projects directly related to place, sports activities, social, cultural and scientific programs (exhibitions, meetings, congresses, panel discussions, conferences and symposia) and lifelong learning with appropriate spatial applications. covers the field (Fidan, 2012). In art education, artists' workshops, design studios, craft workshops, museums, digital environments, virtual museums and galleries are the main places that can be considered as out-of-school learning sapaces. The desire of artists is to make their art accessible to a wide audience.

In reviewing the literature, we come across several studies on out-of-school learning environments in art education. In these studies, museums are among the places where out-of-school learning activities are frequently conducted (Namlı Altıntaş & Kozaner Yenigül, 2020; Genç & Buyurgan, 2018; Mamur, 2015; Uslu, 2008), and historical places that reflect our cultural heritage are ranked second (Çağlayan, 2020). and the gallery is used as a learning environment in third place (Dilmaç & İnal, 2020; Neach, 2017). In addition, out-of-school learning environments have been found to have a positive impact on children's creativity (Noyat et al., 2018) and knowledge is more durable in students who actively participate tahn in learning processes in formal environments (Jidovtseff et al., 2004).

The literature review reports application deficiencies and difficulties related to out-of-school learning environments. However, it appearrs that there is not much work to address them. To overcome these difficulties that ocur in out-of-school learning environments, the process and its components should first be properly analyzed. One of the biggest problems that occurs in out-of-school learning environments is the differences in the readiness and interest of the, participants, who come from very different age groups and social classes. It turns out that out-of-school learning is only possible through the design of the out-of-school education. The learning environment and the teaching process prepared for specific purposes should be prepared in a context that is suitable for learning in all aspects (content, design, physical, etc.). The content of the out-of-school learning program (activities, experiments and other practices, etc.) should be prepared in accordance with the scientific knowledge of the environment.

It can be said that this research differs from other studies in the literature in terms of the prepared teaching material, the planning and implementation of the process with active participation of the students, and the questions in the data collection instrument.

The Objective of this Research

The main objective of this study is to determine the opinions of the students who participated in the field trip to the ancient city of Ephesus, one of the historical ruins, regarding the planning, implementation, evaluation and monitoring of the activities carried out during the trip. This main objective, also seeks to describe educational trips organized for out-of-school learning environments in the context of students' knowledge and skills related to art and design, and to make art education more active and engaging by increasing the desire of students taking art and design courses to organize educational trips. It emphasize the importance of making traditional art education relevant and effective for the by educating people with 21st century skills.

Importance of the Research

This study investigated, the impact of visiting archeological sites, which are part of out-of-school learning environments, on students' opinions in art and design education, with the active learning approach supported by the process based on prepared teaching materials. The realization that school as an, educational environments is not sufficient for the development of individuals in the 21st century is not a new idea. Unlike traditional arts education, it is intended to be more active, creative, fun, compatible with the digital age, and facilitate learning. It is believed that students learn art concepts, activities, history, techniques, and more permanently through practice and observation.

In addition, the results and effects of developments in the technological field are also reflected in education. The traditional education system is no longer adequate. In addition, as a country, we need to apply effective educational methods to draw not enough attention to the artistic and cultural significance of the region and to dispel the misconceptions. Another goal is to convey the importance of the ancient city of Ephesus, both on a national and international level. It is assumed that by using the Ephesus Museum as an out-of-school learning environment, students will make some cognitive gains in the artistic and cultural fields. In addition, this study will help to adapt traditional art education to today's world and make it more effective in helping people with 21st century skills.

The literature review states that the effects of out-of-school learning environments on students' interests and attitudes are studied (Anderson et al., 2006; Braund & Reiss, 2006; Emmons, 1997; Uludağ, 2021). The difference of this study from other studies is that students also participate in planning, regulating and evaluation the field trips they organize as part of their out-of-school learning under the guidance of the researcher.

The aim is to study in detail the problems of the students who actively participate in the processes. As part of the study, semi-structured interviews were conducted with students who took art and design courses and organized educational trips to out-of-school learning environments. It is anticipated that this study will contribute to the literature and be useful to art educators who organize educational trips to out-of-school learning environments.

Methods

Model of the Research

This research was conducted to determine the effects of visiting the ancient city and museum of Ephesus as an out-of-school learning environment on students' opinions. The qualitative research method was used as the research method. Qualitative research method was used as the research method.

Qualitative research is one of the forms of knowledge production developed by people to understand their own potential and explore the depths of social structures and institutions.   Research conducted using qualitative methods attempts to gain a deep understanding of the event or phenomenon being studied (Morgan, 1996). Qualitative research generally uses qualitative data collection techniques such as observation, interviews, documents, and language analysis. In addition, qualitative studies that examine perceptions and events related to social reality and people in natural settings have a holistic perspective that combines multiple disciplines (Hatch, 2002; Merriam & Grenier, 2019).

Research Group

In this study, which aims to determine students' views about visiting the ancient city and museum of Ephesus as an out-of-school learning environment, data were collected and interviews were conducted using a semi-structured interview form. The study group of the research consists of students who took the visual arts course at İzmir Kâtip Çelebi University in the fall semester of 2022 - 2023. Semi-structured interviews were conducted with 15 students who voluntarily participated in the study. The content was determined in the given time, the lesson plan was made and the class was conducted in this direction. The distribution of the group is shown in Table 1.

Table 1.
Demographic characteristics of the research group

Areas of Students	Students	Female	Male
Department of Gastronomy and Culinary Arts	15	8	7

By voluntarily completing the consent forms, participants were informed of the purpose of the research, the research process, and what was expected of them. In addition, it was stated that the identity of the participants would be kept confidential and not used for any other purpose. Participants were asked to indicate the time they were available for the interview and were also asked in what way they wished to be recorded expressing their opinions, and they were recorded according to their wishes. Those who did not want to be recorded responded in writing. The interviews were conducted by the researcher in person at predetermined times in an environment where the students felt comfortable and could express their ideas without hesitation.

Data Collection Instrument

Semi-Structured Interview Form

In the semi-structured interview form, the researcher prepares the interview form with the questions to be asked in advance. On the other hand, depending on the course of the interview, the researcher may ask alternative and concluding questions and ask the person to explain his/her answers (Bogdan & Biklen, 2007; Patton, 2002). The purpose is to analyze the opinions and experiences of the academic students through the prepared research questions. The researcher to explore prepared semi-

structured interview questionnaires to explore students' thoughts, problems, and proposed solutions. A literature review was conducted, necessary corrections were made with the opinion of a Turkish language expert, and the 10-question interview sheet took its final form. Students' views on out-of-school learning environments, the use of museums as educational environments among out-of-school learning environments, art education in museums, the supportive aspects of out-of-school environments, their impact on professional life and worldview, prepared presentations, brochures and virtual applications were investigated. Student were given a voluntary consent from to participate in the survey, which they completed with their consent. Students who wished to participate in the survey were educated about the purpose of the survey, the process and what was expected of them. Floowing the personal presentation by the researcher, the participants expressed their opinions in written from. The results obtained from the interviews were analyzed in the computer environment using the content analysis method, one of the methods of qualitative data analysis.

Research Process

The research was conducted in the academic year 2022 - 2023. The research plan, preparation of the presentation, resources to be used, identification of students etc. were prepared for the fall semester 2022 - 2023. Out-of-school learning environments (art galleries, botanical gardens, museums, etc.), out-of-school art education, museum and art, Ephesus ancient city and museum, Ephesus in relation to art, Ephesus ancient city and museum in art education through the use of augmented reality in the presentation previously prepared as part of the research. Inmation on these topics. During the preparation process, students received applications with supporting activities such as digitally animated illustrations and designs, augmented reality, QR code, brochure design, prepared as part of this work. The students formed groups of 3 or 4. They were asked to view the different artworks in the ancient city and museum of Ephesus live in the learning environment by scanning the QR code in the designed brochure with their cell phones. After the preliminary briefings with the students, a field trip to the ancient city of Ephesus was organized and the topics covered in class were explained practically. After the visit, workshops were held and the groups were asked to prepare posters for the ancient city of Ephesus in a unique way. Each group made their presentations with the posters they prepared and at the end of these processes, a semi-structured interview form was conducted with the student volunteers in the fourth week.

Data Analysis

Content analysis is a scientific approach used for regular study of oral, written and other materials used (Tavşancıl & Aslan, 2001). In content analysis, which aims to reveal the information hidden in the data by describing it, data analysis is carried out with the steps of coding the data, organizing the codes, determining the themes, and explaining the results by interpreting them (Gülbahar & Alper, 2009; Yıldırım & Şimşek, 2006). During the data collection and analysis, each of the students is given a code such as S1, S2, S3… in relation to ethics. The obtained data are analyzed, the similarities and differences in the obtained results are determined and the results are obtained. It is expected that the result will be obtained by analyzing the obtained qualitative data with the result of the research examining the similarities and differences that were obtained. The results obtained from the questions asked to the students in the academy were obtained by assigning a code to each of the students. To determine the consistency of the analyzes performed by the experts, the reliability formula [Reliability = Consensus / (Agreement + Disagreement)] proposed by Miles & Huberman (1994, p. 4) is used, and reliability is determined as the result of the calculation. Reliability calculations above 70% are considered reliable for research (Miles & Huberman, 1994). Thus, interpretations about the reliability of the research can be made with the obtained results. In order to examine the opinions in detail, the students' opinions are presented through quotes in the results section. In interpreting the findings obtained in the study, their reliability was ensured by using the expert opinions. The qualitative data were analyzed by experts at the end of the research similarities and differences were examined, and a conclusion was drawn reached. Qualitative data analysis is often referred to as "analytical induction" because it typically involves an inductive process. Analytical-inductive approaches focus on universal values that make up social life as a whole (Gilbert & Mulkey, 1984). These universal values are the solutions that qualitative research strives to discover (Glesne & Peshkin, 1992). In modern qualitative research, analytical induction is often used to develop concepts or ideas from qualitative data and to systematically identify relationships between phenomena (Bouma & Atkinson, 1995).

In qualitative research, evidence can be sought by using analytical induction to relate seemingly contradictory or unrelated events or to invalidate abnormal situations, concepts, categories, or ideas (Daymon & Holloway, 2003). By modeling qualitative research in an analytical-inductive system, categories can be created from the data and social

facts, examples, or events can be compared to derive concepts from categories. To begin qualitative data analysis, qualitative data must first be purified like quantitative data. Refining qualitative data is a longer and more patient process for researchers compared to quantitative data. Researchers should transform the qualitative data set into a form they can work with more comfortably (Heritage, 1984). For example, as a result of transcribed interviews, researchers have records of hours-long conversations. Due to some challenges in processing and analyzing these records, researchers should transform the records into a form they can work with more quickly and efficiently (Jupp, 1996). The results of the findings were analyzed and compared. Notes, pictures, and summaries taken during data collection studies, while in the field and in contact with samples, are essential for a healthy qualitative analysis (Lonkila, 1995). Qualitative data analysis can be done with different types of methods and applications, but the Miles-Huberman model is primarily used for application and interpretation (Baltacı, 2017). In this study, analysis was conducted using the data obtained through an interview form.

Results

In this section, the results obtained with the semi-structured interview form were analyzed through content analysis. The results are presented in tables. Students' opinions about their level of knowledge about out-of-school learning environments are presented in Table 2.

Table 2.
Did you have any knowledge about out-of-school learning environments prior to this application? Please comments on the question.

Categories	f	Codes
Yes	1	Having knowledge about out-of-school learning environments (S_1)
	1	Such as museums, festivals, ancient cities, zoos, bookstores, and workshops (S_2)
	1	To know museums, art galleries and different digital environments as learning environments out of school with the effect of developing technology in today's age, is essential. (S_3)
No	12	Not having knowledge about out-of-school learning environments. (S_4, S_5, S_6, S_7, S_8, S_9, S_{10}, S_{11}, S_{12}, S_{13}, S_{14}, S_{15})

Examination of the data on students' knowledge level about out-of-school learning environments presented in Table 2 shows that most students have no knowledge about out-of-school learning environments. Some of the students' opinions on this topic are presented below;

S1. Yes there are. Environments like museums, festivals, ancient cities, zoos, bookstores, workshops.

S2. I know out-of-school learning environments in museums, art galleries and various digital environments with the effect of developing technology in today's age.

S3. Yes, I know about out-of-school learning environments.

S4. No, I did not know about out-of-school learning environments.

S5. Yes museum, art galleries, festivals etc. environments can provide extracurricular learning by adding a lot, both culturally and academically.

The opinions of the students on whether out-of-school education environments have a positive effect on learning are given in Table 3.

Table 3.
Do you think out-of-school education environments have a positive effect on learning? If so, what are they? Please comments on the question.

Categories	f	Codes
Positive effects of out-of-school learning environments on learning	5	It has a positive effect on learning as it makes knowledge more permanent. (S_1, S_6, S_7, S_8, S_{15})
	5	It has a positive effect on learning as it develops students' imagination. (S_2, S_9, S_{10}, S_{11}, S_{12},)
	4	It is more effective as it enables students to learn by doing and seeing live. (S_4, S_5, S_{13}, S_{14})
	1	Not thinking that out-of-school learning environments have a positive effect. (S_3)

When examining the effects of out-of-school education environments on learning the students generally stated that they have a positive effect. Some of the students' views on this item are as follows:

S1. Yes, out-of-school learning environments have a positive effect on learning. I think the knowledge gained through different learning techniques is more permanent and useful.

S2. Yes, learning the history, adopting the culture and adapting it to the present can add a lot.

S3. Of course there is. Developing students' imagination can have a positive impact on various examples. For instance digital animated illustrations and designs, augmented reality, QR code, and brochure design, which I used in the training I received during this process allowed me to work without time and space limitations, making the lesson very interesting. My work also allowed me to think more freely.

S4. It has a positive effect. The environment plays an important role in learning. It is more effective to learn by living and seeing things in person. I think I can produce more original works this way.

Learning by doing involves engaging more sense organs in the process, which positively impacts the education process and makes the learning more permanent (Arslan, 2007). As seen in this study, students internalized their learning more than with other learning methods, as they actively experienced the learning process by examining various sources, using tools and materials, and doing work.

The opinions of the students regarding the contribution of museums to art education, as one of the out-of-school learning environments, are given in table 4;

Table 4.
Do you think that museums, one of the out-of-school learning environments, contribute to art education? If so, what are they? Please comments on the question.

Categories	f	Codes
The effects of out-of-school learning environments on art education	1	It's improve visual intelligence and memory. (S_1)
	2	The fact that museums are an interesting place as a learning environment makes the course more interesting. (S_8, S_{10})
	6	Since more than one sense organ works in the learning process, learning becomes more permanent. (S_2, S_3, S_4, S_6, S_{11}, S_{13})
	4	It increases the motivation for the lesson. (S_9, S_{12}, S_{14}, S_{15})
	2	It makes the lesson not boring. (S_5, S_7)

Table 4; 100% of the students stated that out-of-school learning environments have a positive effect on learning in terms of art education. Some of the students' views on this item are as follows:

S1. It is possible that it becomes permanent in individuals with more developed visual intelligence and memory. A new app for many of us, we've never had a lesson like this before.

S2. Museums can make learning permanent. While gaining knowledge about the subject, sculptures etc. we can see.

S3. Learning is advantageous for prior knowledge, but I think the truth is knowledge becomes more permanent when multiple senses are active in learning at the same time. I also feel that my aesthetic perception and tastes have changed thanks to this training we received.

S4. Yes, the fact that multiple senses are active in learning at the same time increases the permanence of knowledge.

S5. Yes, it brings. I think we will not forget the works we saw, and it also makes the lesson more interesting by removing it from being boring.

S6. Since museums are places that can be visited at will and support learning with different sensory organs, the knowledge gained becomes more permanent. I think that

out-of-school learning environments should definitely be included in our other lessons.

The opinions of the students regarding the level of knowledge they have about whether museums make learning permanent from out-of-school learning environments are given in Table 5.

Table 5.
Students' views on whether museums, which are among the out-of-school learning environments, make learning permanent.

Categories	f	Codes
Opinions about museums making learning permanent from out-of-school learning environments	7	Out-of-school learning environments have a positive effect on learning as they make the knowledge more permanent. (S_1, S_2, S_6, S_7, S_8, S_{14}, S_{15})
	5	Yes, since museums are tangible areas and contain tangible products, the information and teachings extracted from here can be permanent. (S_3, S_5, S_9, S_{10}, S_{11})
	3	Learning is advantageous for prior knowledge, but I think the truth is always more permanent. (S_4, S_{12}, S_{13})

When examining the data given in Table 5 on the level of knowledge of students about whether museums from out-of-school learning environments make learning permanent or not, the majority of the students, 100%, had the opinion that museums from out-of-school learning environments can make learning permanent. Some of the students' views on this item are presented below;

S1. Since museums are places that can be visited at any time and support learning with different senses, the knowledge gained becomes more permanent.

S2. Yes, since museums are tangible areas and contain tangible products, the information and teachings extracted from here can be permanent.

S3. Yes, the fact that multiple senses are active in learning at the same time increases the permanence of knowledge.

S5. It can make it permanent. While gaining knowledge about the subject, you can also learn about sculptures etc. we can see.

S6. It is possible that it becomes permanent in individuals with more developed visual intelligence and memory.

Persistence can be defined as the continuation of the behavior change in the desired direction despite the disappearance of the learning conditions in which it occurred. The students' opinions about the positive effects on permanence may be due to the digital materials used in the research, being active in the research process, and reinforcing the subject by carrying out a project related to them. In addition, it can be argued that their self-control

has improved due to the fact that they have learned on the spot and by themselves, so learning has been longer and more effective, thus likely causing an increase in permanence. The literature related to this research indicates that lessons conducted with technology positively affect students' retention levels (Yıldırım, 2020; Eren, 2019; Pérez López & Contero, 2013).

The opinions of the students about the level of knowledge they have about the location of the Ancient City and Museum of Ephesus are given in Table 6.

Table 6.
Do you think that the information you gained in this application about out-of-school learning environments will be useful for you in your future professional life? How? Please comments on the question.

Categories	f	Codes
The effect of out-of-school learning environments on my future professional life	4	Yes, by positively affecting my professional development (S$_1$, S$_3$, S$_4$, S$_5$)
	1	Knowledge of different cultures will contribute to their professional lives. (S$_2$)
	10	It will increase their self-confidence (S$_6$, S$_7$, S$_8$, , S$_9$, S$_{10}$, S$_{11}$, S$_{12}$, S$_{13}$, S$_{14}$, S$_{15}$)

When examining the students' knowledge the majority of them stated that out-of-school learning environments contribute to their professional self-efficacy by positively affecting their future professional lives. Some of the students' views on this item are presented below;

S2. I want our other lessons to be treated like this. Thinking about the past experiences of different cultures, the cooking utensils they use in daily life, structures such as ovens, and the plants grown in the region used in cooking, brought me to the question of what I would cook if I were in that period. Since I couldn't live in that period, I wondered how I could add these different tastes of the past to today's dishes. This made me realize that we need to know the characteristics of the region we are in, which is necessary for our profession.

S11. This situation has increased my belief that I need to make enough effort to learn enough knowledge and skills about my profession. In this way, I think my skills will increase even more. My belief that I will be successful in my future professional life has increased.

S14. I really enjoyed the learning environment as I was involved in the process. I believe that I brought my creative aspects to the fore, and this situation increased my self-confidence.

The views of the students about whether they have visited the Ancient City and Museum of Ephesus before are given in Table 7.

Table 7.
After the visit to the ancient city and museum of Ephesus, did your views on different cultures change? What are the factors that affect you the most?

Categories	f	Codes
Views on different cultures	4	Developing empathy skills. (S$_1$, S$_4$, S$_5$, S$_{13}$)
	3	Awareness of the preservation of historical artifacts (S$_3$, S$_9$, S$_{10}$)
	4	Tolerance (S$_6$, S$_7$, S$_{12}$, S$_{15}$)
	4	Increasing interest in art (S$_2$, S$_8$, S$_{11}$, S$_{14}$,)

When examining the students' views, given in Table 7, regarding the change in their views on different cultures after the visit to the ancient city and museum of Ephesus, the majority of the students stated that the awareness of the protection of historical monuments and the development of tolerance feelings had increased. Some of the students' views on this item are presented below;

S1. After this visit, I realized that the daily lives of the ancient civilizations that lived in Ephesus were are not fundamentally different from today. It was very interesting for me to understand that people have similar needs even though they lived in different eras. I felt like I could put myself in their shoes.

S2. Considering the first years of Ephesus, I realized that it was a settlement far beyond its age. For example, the sound system and the underfloor heating system in the ancient theater. I think it is important to preserve these artifacts for future generations as a world heritage.

S8. I think that the statues in the ancient city of Ephesus, many of which are now extinct, make the city look very aesthetically pleasing. Today, the cities we live in should be equipped with works of art.

S11. I think that besides the natural beauties of our country, it also has a rich cultural and artistic accumulation based on a deep-rooted past. The future should be shaped in a positive way, and cultural values and heritage elements should be passed on without deterioration.

The students' knowledge and opinions about the artworks in the Ancient City of Ephesus are given in Table 8.

Table 8.
Students' views on the artworks in the ancient city of Ephesus

Categories	f	Codes
To have information about the works of art in the ancient city of Ephesus	2	Remembering the Celsus library and Ancient theater (S$_1$, S$_3$)
	2	Knowing the statues of various god figures in the region (S$_4$, S$_5$)
	11	Gaining knowledge after the presentation (S$_2$, S$_6$, S$_7$, S$_8$, S$_9$, S$_{10}$, S$_{11}$, S$_{12}$, S$_{13}$, S$_{14}$, S$_{15}$)

When examinig the information given in Table 8 about the works of art in the Ancient City and Museum of Ephesus,

the majority of the students had information about the works of art in the Ancient City and Museum of Ephesus, which is one of the out-of-school learning environments. Some of the students' views on this item are presented below;

S1. I remember the Celsus Library and the Ancient Theatre. I know that the theater was one of the greatest of that period.

S2. After the presentation, I learned about the Temple of Artemis. I can say that my perspective on art has changed in a positive way. I was very interested to learn that artistic products were developed in line with a certain belief and that they adorned the cities as the unchanging elements of the social life of that period.

S3. I remember the Celsus Library and the Ancient Theatre. I know that the theatre was one of the greatest of that period.

S4. Goddess of Victory, Artemis, Artemis of Ephesus, Virgin Mary

S5. I know the statues of various god figures in the area. We saw most of these sculptures in the Selcuk Museum. The most impressive feature of the sculptures was that they were realistic. I was amazed at how realistic sculptures were made under the conditions of that period.

The knowledge and opinions of the students about the place of the ancient city of Ephesus in the field of art are given in Table 9.

Table 9.
The level of knowledge of the students about the place of the ancient city of Ephesus and its museum in the field of art

Categories	f	Codes
To have information about the place of the ancient city of Ephesus in the field of art	7	It is important because architectural, social and mechanical inventions that affect the world affect art. ($S_1, S_2, S_3, S_4, S_6, S_7, S_8$)
	1	Frescos, sculptures and wall paintings show that they have an important place in the World. (S_5)
	5	Being an important cultural center as well as economy and politics of the period. ($S_9, S_{10}, S_{11}, S_{12}, S_{14}$)
	2	The use of mosaics in the houses belonging to the social life in the slope houses section. (S_{13}, S_{15})

When examining the information provided in Table 9 about the place of the Ephesus Ancient City and Museum in the field of art, the majority of students had information about the place of the Ephesus Ancient City and Museum, one of the out-of-school learning environments, in the field of art. Some of the students' views on this item are presented below;

S1. Yes, it is a region that has an important place in history. Even learning that Artemis, who was seen as an important goddess in Ephesus, came from the tradition of Kybele, the mother goddess of fertility and fertility, shows us how important it is in a cultural sense.

S3. It has an important place in the field of art. Because there were inventions that affected the world.

S4. The fact that there is a mausoleum of Arsinoi, the rebellious sister of Cleopatra, in Ephesus, which has hosted many civilizations, shows how important this city is even for different countries.

S5. Yes, it has an important place in the field of art in the world. Frescoes, murals etc. I can be given an example.

S7. A building that is under the protection of UNESCO definitely has an important place in the field of art.

S13. Yes, it is definitely visually important. Although there was little technology and art equipment in the past, people have created works that are visually admirable.

S14. Yes, I think that Ephesus has an important place in terms of art. After the presentation, I learned that there were works of art smuggled abroad, which shows the importance of the works and the need to protect them.

The information and opinions of the students in the field as a result of the booklet and virtual applications designed about the Ancient City of Ephesus and their visits are given in Table 10.

Table 10.
Opinions about the booklet designed about the ancient city of Ephesus, virtual applications and the result of the visit

Categories	f	Codes
Opinions about the booklet and QR code used before and after the visit	2	Having more comprehensive information about architectural structures and history of different cultures after the events. (S_3, S_6)
	3	Permanent learning with the virtual application in the application (S_4, S_7, S_{15})
	5	Having sufficient knowledge with the designed booklets and virtual applications. ($S_1, S_2, S_8, S_9, S_{10}$)
	5	Increasing design skills after the trip ($S_5, S_{11}, S_{12}, S_{13}, S_{14}$)

When examining the opinions in Table 10 about the information obtained by the students as a result of the designed booklets and virtual applications to the Ephesus Ancient City and Museum it is clear that the majority of students have gained knowledge through these applications. Some of the students' views on this item are presented below;

S1. Yes, I gained knowledge with my designed booklet and

virtual applications. I liked that it was supported by an explanatory narrative and beautiful visuals.

S2. Animating the sculptures made it more interesting. I think the most important feature of the virtual application was that we could access well-known works of many different civilizations with one click. It is a good example of how virtual environments can help people, as we do not have the opportunity to go and see every work of art in the world.

S3. It provides competence to a certain extent. If virtual applications are to be used, it could be further supported with VR glasses.

S4. I gained knowledge on subjects that I did not know before, such as civilizations that lived before, and frescoes.

S5. On top of the fluency of the presentation, I think that I gained permanent information because of the information in the booklet and the virtual application, and because of the visual.

S6. I had some knowledge about the architecture and history of the ancient city of Ephesus. After the presentation, I got more comprehensive information about the architectural structures and their history.

The opinions of the students about the out-of-school education method and active education method compared to the traditional education are given in Table 11.

Table 11.
Opinions of students about out-of-school education method and active education method compared to traditional education.

Categories	f	Codes
Opinions on out-of-school education and active education compared to traditional education	5	Out-of-school education method is more permanent. Be interesting to students. (S_1, S_2, S_3, S_5, S_6)
	1	Don't consider persistence to depend on type of education Depend on students' potential. (S_4)
	1	Being both a traditional and an out-of-school method of education. (S_7)
	8	Out-of-school activities being technology-supported. (S_8, S_9, S_{10}, S_{11}, S_{12}, S_{13}, S_{14}, S_{15})

When examining the opinions of the students about the out-of-school education method and active education method compared to the traditional education, given in Table 11, the majority of the students do not have information about the out-of-school education method and active education method and think that this method is effective. Some of the students' views on this item are presented below;

S1. Out-of-school education method is more permanent and may be more interesting for students.

S2. Out-of-school education is effective and seeing the ancient city of Ephesus is a more permanent and effective way of learning.

S3. Yes, it can be permanent and reinforcing, though it varies from person to person.

S4. I don't think persistence depends on the type of training, but on the potential of the students.

S5. Not everything is learned in school, and visual elements take a permanent place in the brain. Moreover, I think that technology, which has an important place in our daily lives, should be used frequently in order to be more active in lessons. Art should also follow technological developments closely, otherwise it will not be able to respond to the demands of the society.

S6. I think that out-of-school education is an active and permanent system, and definitely matching it live will provide more permanence.

S7. I think it should be a combination of traditional and out-of-school education methods. The knowledge and teachings acquired through out-of-school education, in combination with traditional knowledge can be reinforced and become more permanent and impressive. Yes, learning with visuals has been more permanent and educational.

Discussion and Conclusion

This research was conducted with the purpose of "determining students' opinions about visiting the ancient city and museum of Ephesus as an out-of-school learning environment". The research was created by studying students' opinions about out-of-school education practices, permanent learning and out-of-school education. The findings obtained and the validity and reliability study were discussed. It is hoped that the results of the interpreted findings will be explained in this section and contribute to the relevant literature.

1. Students have no prior knowledge of out-of-school learning environments,

2. Out-of-school learning environments have a positive impact on learning as they increase imagination and make lessons interesting,

3. Students' out-of-school learning environments have a positive impact on art education as they develop creativity and learn by doing and living,

4. Out-of-school learning environments, such as museums make learning permanent,

5. Students expressed that the knowledge gained from the practices carried out in out-of-school learning

environments will contribute positively to their future professional life as it increases their self-efficacy,

6. Additionally they noted that these activities developed empathy, awareness of the preservation of historical artifacts, and tolerance in them, causing a positive change in the views of different cultures,

7. After the visit, they were attracted to the works of art they examined in the ancient city of Ephesus and its museum, and there was a positive change in their perspective on art,

8. The students thought that the ancient city and museum of Ephesus had an important place in the field of art and that the social structure, belief style, cultural characteristics, and economic structure of the period shaped art,

9. They expressed the opinion that the booklets and virtual applications designed about the ancient city of Ephesus make the information permanent and make the lesson interesting, and suggested that VR glasses should also be used,

10. Ultimately they stated that out-of-school learning environments cause students to be active in the lessons and that other lessons should be taught in out-of-school learning environments.

Today, with the developing technology, the field of education is also developing and experiencing great change. Societies increasingly need radical changes in their education in order to raise individuals who are equipped to use qualified skills (problem-solving, creative thinking, critical thinking, cooperation, communication, and innovation) to catch up with science and technology in the 21st-century. It is thought that learning by using technology will be more permanent in raising 21st century individuals. It is seen that the use of digital materials in out-of-school learning environments helps knowledge to be permanent. The research process started with the fact that students can have active and permanent effects on art education. As a result of research and interviews with students, it seen that art education can be realized without being limited to four walls. Out-of-school learning environments include activities that are based on the achievements in teaching outside the classroom and enable the student to directly encounter the subject to be learned. From this point of view, it is seen that it is the correct definition to see the lesson, which is done outside the classroom, as an alternative education approach for most of the participants (Ürey, 2018). It is thought that students who identify with the code of living and doing from the characteristics of out-of-school education define the fact that they are partners

in the activity, enabling them to directly participate in the activities by finding the opportunity to research with real objects. With teaching in an out-of-school learning environment, the participants gain first-hand knowledge (Ertuğrul & Karamustafaoğlu, 2020), observe (Mertoğlu, 2019), experience social interaction (Çiçek & Saraç, 2017), and learn by discovering scientific subjects (Erten & Taşçı, 2016), It is defined as an environment where learning takes place with many different situations such as physical, emotional and cognitive (Gürsoy, 2018) and direct interaction is provided (Balkan Kıyıcı & Atabek Yiğit, 2010; Strauss & Terenzini, 2007). As a result of all these statements, it is seen that the permanence of knowledge also increases. As a result of the factory tour activity, which was their out-of-school, it was observed that the concepts acquired by doing and living were permanent and that the students were interested, fond of and eager to learn during the activity implementation phase (Katırcıoğlu, 2019, p. 72). In addition to these, they also stated that the education students received through their out-of-school had a positive impact on their professional self-efficacy. Literature studies, have determined that such studies are necessary for out-of-school activities organized for students within the scope of nature and environmental education, in order for teachers to gain professional experience, improve their knowledge about the environment, and gain professional self-confidence (Taflı & Atıcı, 2022). These statements support the results of the research. Furthermore Coşkun Keskin & Kaplan (2012), saw that toy museums were expressed as out-of-schools in which students' and teachers can improve themselves. A different study, emphasizes that museums should be actively used to develop museum culture and its contribution to learning processes for students can achieve meaningful learning (Su, 2022).

In this research, students were more active and their motivation increased due to living, touching, and effectively learning. During the research process, visual limbs were activated with animated illustration works, and they were able to access information, moving visuals, and applications one-to-one, instantly, via mobile phones with the brochure design distributed. In this process, students were provided with the opportunity to be included in the subject in a free environment. It is foreseen that digital applications will become widespread as an out-of-school learning environment in the field of art in educational environments. For this reason, such studies in the field of art will be very effective for students. In our period, students are under the influence of digitalization as a result of developments in the world. Bringing an innovative view and integrating it with education is the desire of the new

generation of students. Considering the findings obtained in the research, it was concluded that learning actively by going out of indoor spaces is much more permanent and effective. During the research, the students had the opportunity to examine the works of art more closely with various applications, and they became conscious on cultural and artistic terms. However, students are required to learn by going out of school, to receive support in terms of costs for visits and virtual applications.

In the study, students were able to access the works of art around them by using digital applications and became aware of the cultural richness they lived in. They learned about different cultures. At the same time, they saw that out-of-school learning when supported with permanence and digital applications, facilitates learning. The benefit of digital programs in the art education process was clear. After completing the research and application part, the answer to the effect of "visiting the ancient city and Museum of Ephesus as an out-of-school learning environment and the effects of visual virtual applications on students' creativity and permanent learning was received. When the interview forms were examined, the students expresses a need for new teaching methods as a result of the presentation and teaching method, and it was clear that they desired and focused on new teaching methods. More successful results have been achieved when they see themselves as compatible with the age and get excited about this issue.

Recommendations

In light of the findings obtained from the research, the following suggestions are given for researchers who will work on the same subject in the future;

• Financial means, permission, etc., should be provided to organize at least one Out-of-School Learning activity within a year in each course. The university administration should support these matters, and experienced instructors should guide others in organizing these activities.

• In this study, a semi-structured interview form was used to determine the students' experience about the process of Out-of-School Learning. Teaching staff should be provided with training on planning, implementation and evaluation of activities for Out-of-School Learning Environments, and they should be able to organize activities.

• Institutions should provide a staff of educators to deal with the visitors coming in Out of School Learning Environments,

• A guide booklet on Out-of-School Learning Environments of each province should be prepared according to student levels. In these guides, information such as address, telephone, transportation information, opening and closing hours of the places planned to be visited should be clearly included, and application examples should be included according to the areas before and after the application.

• It should be considered that out-of-school learning activities may also cover areas such as social responsibility projects and community service practices, and research covering these issues should be planned.

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