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İLETİŞİM ADRESİ

Arş.Gör. Emine Selcen DARÇIN
Gazi Üniversitesi
Gazi Eğitim Fakültesi
İlköğretim Bölümü Fen Bilgisi Eğitimi ABD
K Blok B-03
06500 Teknikokullar / Ankara
e-posta: darcin@gazi.edu.tr

Arş.Gör. Ahmet Turan ORHAN
Gazi Üniversitesi
Gazi Eğitim Fakültesi
İlköğretim Bölümü Fen Bilgisi Eğitimi ABD
K Blok B-05
06500 Teknikokullar / Ankara
e-posta: ato@gazi.edu.tr

Yrd. Doç. Dr. Orçun BOZKURT
Mustafa Kemal Üniversitesi
Eğitim Fakültesi
İlköğretim Bölümü
Hatay
e-posta: bozkurt@mku.edu.tr

Dr. Süleyman YAMAN
On Dokuz Mayıs Üniversitesi
Amasya Eğitim Fakültesi
İlköğretim Bölümü
Amasya
e-posta: syaman@gazi.edu.tr

THE NEGATIVE EFFECTS OVER EDUCATION CAUSED BY GEOGRAPHICAL CONDITIONS

Rüştü İLGAR

Assistant Professor, Dr.
Canakkale Eighteen March University, Faculty of Education, Geography
Education Department, 17100 Çanakkale - TURKIYE

ABSTRACT

Education must incorporate understanding of the interrelationships between humans and their environment. The objectives of this work is to study process affecting life and environmental safety in education, which the intensive interactions take places and to discuss optimization proposals for education. Consideration of these are visual effect, light, sound, wind, damp, temperature, height, tide, and electro magnetic waves. It must be considered these conditionals other wise the education, which aren't affected by regular and controlled and could be damaged by the irregular and uncontrolled (sustainable) educations. For instance from the work of Du Shane (*Du Shane, 1980*) and other from the articles paradigm are supported as well. The first assumption Du Shane makes is that one of the purposes and approach of education is to grow as a person and to acquire skills necessary to lead a fulfilling life conditional process. As a result the relevance to the field of geographical attribute is strongly merged that is representing a piece of sustainable education.

Key words: Education, environment, arouse, geographical attribute

ÖZET

COĞRAFI KOŞULLARIN EĞİTİM ÜZERİNE OLUMSUZ ETKİLERİ

Eğitim insan ve çevresinde gerçekleşen karşılıklı ilişkilerin uzlaşısını birleştiren bir boyutta olmalıdır. Bu çalışmada ana tema eğitim olmakla birlikte; çevre koruma olgusu ve insan yaşamının

çevresel mekandan yoğun etkilenme süreci tartışılıp, sonuç ve önerilerde bulunulmuştur. Manyetik alan, med-cezr, yükseklik, sıcaklık, basınç, nem, rüzgâr konuları üzerinde durulmuştur. Bu konular dikkate alınmadığı takdirde eğitimde düzenli ve kontrollü (sürdürülebilir) başarılar erişmek pek mümkün olmayacaktır. Örneğin Du Shane'ın bir çalışmasında (*Du Shane 1980*) ve benzer paradigmayı konu edinen diğer makalelerde bu düşünce oldukça iyi savunulmuştur. Du Shane eğitimde en önemli hedefi ve yaklaşımı; yaşamsal koşullardaki uygunluğun kişisel gelişim kazanımlarında başarıyı getireceğidir. Konu ile ilgili coğrafi doğal özelliklerin sürdürülebilir eğitimle sıkı bir ilişkisi olduğu sonucuna varılmıştır.

Anahtar Kelimeler: Eğitim, çevre, uyaran, coğrafi özellikler

1. INTRODUCTION

Environmental education is often just that teaching about the environment and related environmental conditions. McInnis (*McInnis, 1975*) points that such imposed structure of content shuts out the greatest teaching, that of personal experience. Why then, is environmental education thrust upon the formal education system, sometimes through mandates in schools (that's more easy takeover degeneration of environment) and in teacher education (*Champeau, Monroe, and Engleson, 1988*).

Knowledge relates to physical environment that are more concrete whereas understanding reflects a higher level of cognition and is more individualized. In effect, is conserved through our own conceptual framework and affects the manner to which the experience is addressed based on previous knowledge, (*Boulding, 1956*). Hawkins (*Hawkins, 1985*) having established a foundation on what knowledge is or is not, we can move to a discussion of experiential methods of learning. Priest (1986) condition that experiential education needed use of the six senses including intuition. It also includes both knowledge and affective domains. Such an approach of active learning supports the experiential method, based upon environment conditions.

2. GEOGRAPHICAL ATTRIBUTE

The old Earth planet is very dynamic and changes in the world itself affecting geography and environment. In these days on which the education is rapidly growing, we have to educate people who are having critical, logical thought and problem solving, respectful to nature and with socially. This will be available conscious education that using to take considered environmental conditions and

technologies. Successful people of the future will be the ones with creatively, flexibility and imagination. The education showed that the abilities of making generalizations and solving all effecting problem of student are improving learning by doing and learning by living with unhealthy environment.

2.1. The Effect of Visual

Beautiful view has been an inspiration source for poets. For example however relatively, it is black associates for pessimism, yellow for sorrow, pink for hope, white for peace, red for excitement, and blue for freedom. If we consider the body of a human being that consisting of the soul and the body and as a factory that provides raw materials from outer world and produces them by working up; beautiful raw materials taken through eyes will rise the quality in thoughts and attitudes as a result of an individual's production activity. The one who sees beautiful will think beautiful and the one who thinks beautiful will act beautiful.

Those who qualified as bad and ugly construct destructive and devastation effects for the receiving mass in growing period and learning era. And that is the reason for forbidding the visual show of the publications consisting of wildness in ancient eastern block countries and socialist countries and today in western society the limitation of sex and pornography based publications by being considered in the same category with the others. Besides, vital habitats that are neglected and abandoned to their providences with environmental factors, unflustered, unpainted shanties without roves, architectural buildings built carelessly according to the income level of the society (a school opposite a carpenter's, near a café, next to a filling station and a cemetery, etc...), visual pollution that is fixed in cities consisting of huge skyscrapers that rise as if tearing urban ecosystems' natural silhouette have brought psychological problems with them.

2.2. The Effects of Light

Quality of light is variable for each condition. For example, the value that must be in urban ecosystems is 10-15 cd/m² (*IES, 1990*). Insufficient light makes the perception harder. Vital activities become harder (transportation, walking, nutrition, etc.). Physiological actions become harder. Without being in their hands, individuals get into the mood of involuntary slowness. As the safeties of environment, life, and property are under threat psychosocial changes that fear brings are seen (if a week of electricity cut in a city because of technical problems is considered, the problem will make itself felt clearly). In insufficient light also photosynthesis slows down, too, and this reduces the production, the input of oxygen.

This causes some health problems such as headache, blood pressure, etc... The quality of the light is also important, too. Its colour, straightness, dispersion, diffusion, continuity are important in education.

2.3. The Effect of Sound

Sound is just like as wine. It may be high quality as there may be bad quality of it. There are sounds that make a person sick and there are ones that make drunk (*Khan, p.101*). Diffusion of undesirable sounds in atmosphere is called as noise. Measuring parameters of sounds are frequency and the width of sound signals (*Ilgar, 1994, p.81*). Maximum limits to spoil human beings' mental and body health are 35-70 dB for special rest places, 60 dB for education institutions, 35-70 dB (decibel) for houses (*9 August 1989 dated, 2872 numbered Environmental Laws 14th article*). As it is seen, ideal limit for education is 60 dB. If this limit is exceeded, productivity in education will be in danger. Individuals' both mental and body health are affected negatively because of that. Productivity at work place falls. Ratio of doing mistakes increases. If the limit is exceeded more, due to exposing period (after 90 dB) health problems are seen. Aches may seem in high volume.

2.4. The Effect of Wind

As varied weather conditions affect human beings' both mental and body health, their effects are seen on education. As wind carries these air masses, it is one of the environmental elements that have an effect on education. For example, as southwest wind brings a damp air mass, it causes weakness, fatigue, the feeling of exhaustion for individuals, so it negatively affects education. Migraine attacks and headaches of those who suffer from migraine increase with this wind. Hot and scorching "Phonne" wind that seems in the Alps and in Taurus Mountains in our country causes nervousness, headache, calmness, and physical illnesses. It can be considered as effective for "Sirocco" in Algeria, for "Hamsin" in Egypt, Tunisia, Palestine, for "Bora" in Bosnia, Crete, for "Rocky Mountains" in the USA as it carries hot and damp air mass.

2.5. The Effect of Humidity

Amount of vapour that $1m^3$ air keeps in its as gram or millimetre is called as absolute humidity, amount of vapour that it can keep maximally is called as maximum humidity, the ratio between absolute humidity and maximum humidity is called as relative humidity. The ratio of relative humidity is expressed as percentage. If relative humidity is at the ratio of 30-40 %, fresh air will be felt. But in cold and hot weathers the ratio of relative humidity in air may rise to 90 %. In spite of hot weather, respiration slows down because of the effectiveness of osmosis and people swelter. Their movements slow down because of humidity. Orders of clothing, nutrition, and working spoil. Productivity in education falls down.

2.6. The Effect of Temperature

Winds or humidity contents has the role of decreasing or increasing the temperature. The value that human organism regulate itself in summer or in winter

when he feels himself best, is between 20-25°C. Cold climate conditions make the individuals who are combative against the nature under hard conditions crabbed, tight, and blazing up. However, hot climate conditions play a laziness role by dispiriting. Consequently, it has been a cause to affect learning and perception. The rule of the most brilliant countries of the world in the middle zone is an indicator of this.

2.7. The Effect of Height

The science field (studying) that studies forming of the earth, with the favors that have a dominant part in this forming and the groups of human, plants and animals which constitute the living on the earth's surface between the relation with natural habitat (*Atalay İ. 2001*) related by height. Due to increasing of height on earth, the life style the kind and the amount of the gases on troposphere the meteorological parameter have changed. The temperature decreases 0.5 °C in every 100 meters when the height increase in low pressure, anti-cyclonic' pressure can be seen. The air pollution increases because of low pressure. The effect of dirty air has got many effects on people fitness and psychology. The pressure of atmosphere decrease when the height increases and the density of oxygen decrease. In order to supply oxygen, the hearth start to work much and the number of the hearth beat increases. The effect of altitude and varieties of soil is rather excessive (*Atalay İ. 1998*). This also causes breathing problem in high areas.

The mass of air advection and front changes has got direct and indirect effects on human health physically. For examples in Africa, in areas whose height is less than 1500 meters, the disease of in sleep ill is seen (*Erinç, 1987, p.37*)

2.8. The Effect of Tide

Tides are the changes, which happen on sea because of the declination of the moon on earth, which is caused by changing in the level of vertical and horizontal direction. They cause high tide on sea less or much according to the size of sea. This value is measured in metres in oceans butt in our country it is measured in centimetres. For example (*Dardanelles*) has got average of 4 cm tides through (Erdek) the Marmara Sea (*Ilgar, 2000, p.81*) in Dardanelles. The lives of human are also consisted of %75 water (*Keleş R. Hamamcı C., 1989, p.101*). So it is impossible to say that tides don't have any effects on human. In full moon period, they have got more effects. For males, this period is defined as a romantic light but for females, this period causes fear. In this period women are more sensitive and they get afraid and this causes some fear on them. This is because of the level of water in their blood and this level is higher in females than male. This also affects the member's psychology and education.

2.9. The Effect of Electro Magnetic field Wave

On human organism, the anions make a good effect and the cation make bad effect. In high mountains and hills, 1500 anions are found in 1cm^3 air. But in big cities 50-100 anions are found in 1cm^3 air. The amount of cations increases. This increasing affects human's organism and it causes anxiety, distress, extreme care, difficulties in memory and thinking, exhaustion and tiredness (*Tosun, M. 1992, p.61*). The magnetic effect of microwave ovens, mobile phone, air conditioner, radios and televisions, the signals of broadcasting, the house gadgets and the white goods cause some effects on people's behaviour. The people who live near the electronic communication lines cause negative influence on health security, esthetical, proprietorship values (*Thomas P., Gary W.E., 1996*). The research show that the telephone calls made by mobiles in two minutes damage the protection mechanism of human's that protects the brain from harmful proteins and toxins in the blood. This causes the risk of nerve diseases such as Multiple Sclerosis (M.S.), Alzheimer and Parkinson.

3. RESULT

The main thesis of the paper environmental condition is very important but involuntary effect on education. Training and education shows differences in accordance which physical environmentally effects and countryside, town settlements effects of that pedagogy. Pedagogy, which aren't affected by regular controlled and could be damaged by the irregular and uncontrolled educations. To prove the validity of this material, there has been physical example effects e behind of environmental.

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