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The Importance of Art and Museum Education in Teacher Training

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Abstract: Since art is an action specific to the individual, the development of aesthetic feelings within the education and training processes is an important condition for creating an effective society. People who do not have an artistic consciousness or love for art cannot realize and enjoy the works of art, cultural values and natural beauties they own, cannot protect them, cannot contribute to the cultural development of the society. It is important that art and museums, which have a great impact on all stages of life, are integrated with educational content by future teachers and that teacher candidates learn to integrate them into the classroom within the curriculum, taking into account the interests of the students. In this sense, it can be seen as a necessity for teacher candidates who undertake the education of the next generation to use artistic activities and museums effectively in the classroom, as they undertake the task of transferring social culture. This study aims to reveal the thoughts of Social Studies educators on the importance of art and museum practices in teacher education. In line with this general purpose, evaluations were made in parallel with the opinions of field experts at the end of the research.

Keywords: Social studies, Art, Museum education, Teacher training

Introduction

In the 20th century, educational approaches that focus on the student, such as learning by experience and active learning, have become more important. Accordingly, providing art education in the developing museum environment has also been adopted and implemented in the education process. An education with this understanding can enable you to experience a learning process that is considered quite comprehensive (Wells-Yalcin, 2014). As a matter of fact, during the art education process, students can be provided with the necessary opportunities to develop their artistic perception and skills in a place that can be called freer outside the classroom. In this respect, the 'museum' can be expressed as one of the most suitable places that can be used for this purpose.

One of the places where art education and creativity can be evaluated most comprehensively is the museum (Ayaydin, 2017). Today, it is seen that museums have moved away from the classical mentality of presenting information within the concept of static space and have become a living and contemporary institution as a functional unit that transmits culture, where new expression and presentation methods are used. In line with this understanding, museums now host museum education events in many parts of the world as places suitable for learning by doing, touching and experiencing within the scope of the "constructivist approach" (Şar & Sağkol, 2013). Museums, which are an important source of information, show students alternative ways of learning, offer the opportunity to work actively with material evidence, and through these places, students transform abstract elements into concrete expressions (Lêvy, 2001).

For the development of countries, people with high education levels are needed. These people should be trained in well-designed, non-traditional, contemporary education programs that are constantly open to innovation (Kavuran, 2002). The Social Studies Teaching program of the Faculty of Education, which is one of the institutions that provide art and museum education in the education of modern people, has an important place. Indeed, art reflects the unique cultural perspectives of different cultures; It illuminates migration patterns and

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cultural interactions. Additionally, learning about different cultures through art and museum education can reveal stereotypes. Therefore, in addition to being an effective way of learning and teaching processes, art is also a critical component of the Social Studies course. The use of places and museums containing natural and cultural assets in Social Studies courses enables students to discover nearly forgotten works and historical values, while also supporting them in establishing historical empathy. Therefore, the only way to provide individuals with the concepts of inquiry, critical, entrepreneur, aesthetics and creativity is through art and museum education. Considering that Social Studies teacher candidates will teach in secondary schools with the knowledge they have gained, it is important to know the opinions of the faculty members who educate these students about how much they can benefit from works of art and museums and the current conditions of the conditions they provide in terms of the use of art and museums in Social Studies education. This study aims to reveal the thoughts of Social Studies educators about the necessity and importance of art and museum education practices in teacher education. In line with this general purpose, answers were sought to the following questions:

What do faculty members think about using works of art and museums in Social Studies education?
How often do faculty members use works of art and museums in Social Studies education?

Method

Model of the Research

Case study, one of the qualitative research designs, was preferred in the study. In case studies, a limited case is described and examined in depth. Description is defined as the final product obtained as a result of the case study, a rich and intense description of the phenomenon under investigation (Merriam, 2013). The findings section of a case study includes both a description of a situation and the themes or issues uncovered by the researcher (Creswell, 2013).

Study Group

Criterion sampling, one of the purposeful sampling types, was used in the study. The feature of this type of sampling is that the sample consists of people, events, objects, or situations that have certain characteristics related to the problem (Büyüköztürk et. al., 2008). The criterion for this research is that the participants; 1) They are educators in the field of Social Studies and 2) Experts participate in the research voluntarily. The research was conducted in November 2022 with Social Studies educators working at various universities in Turkey. A total of 16 field educators, 9 men and 7 women, participated in the research.

Data Collection Tools

Research data was collected during the 2022-2023 academic year with a standardized open-ended interview form developed by the researcher. During the process of developing the form, relevant literature was used to ensure content validity. Standardized interview is a type of interview in which the "interview plan", which determines in the most detailed way how the pre-prepared questions will be asked and how the data will be collected, is applied exactly. The freedom of action left to the interviewer is minimal. Quantifying and checking the answers is easy in this type of interview (Karasar, 2005). For the reliability of the prepared interview form, the formula $\text{Reliability} = \frac{\text{Consensus}}{\text{Consensus} + \text{Disagreement}} \times 100$ was used (Miles & Huberman 2016). According to this formula, the researcher and a social studies field expert coded the written data separately. The agreement between the two coders was calculated as 91 percent.

Analysis of Data

In the study, qualitative data collected with the help of open-ended questions in the standardized interview form were analyzed using the 'descriptive analysis' method. The descriptive analysis of the research was carried out in four stages as suggested by Yıldırım and Şimşek (2016). In the first stage, the researcher created a framework for data analysis based on the research questions, the conceptual framework of the research, and the dimensions included in the interviews. Then, the researcher read the data obtained and arranged it in a meaningful and logical way, depending on the framework she created. After this stage, the researcher described the data she

organized and included direct quotations where necessary. At the end of this process, the findings identified by the researcher were explained, correlated and interpreted.

Results

Opinions on the Use of Artworks and Museums in Social Studies Education

In order to determine the thoughts of the Social Studies faculty members who participated in the research on the use of works of art and museums in Social Studies education, they were asked: "What is the contribution of the art and museum education course to the field?" Are lessons required? If not, why? questions were asked. The answers given by the participants are listed in Table 1.

Table 1. Opinions on the use of artworks and museums in social studies education

Opinions on the Contribution of the Course	Frequency (f)	Percentage (%)
Providing cultural and professional awareness	7	44
Developing critical thinking/ empathy/ communication/ collaboration/ planning/ evidence skills	6	38
Supporting learner-centered thinking	4	25
Effective and permanent learning	4	25
Versatile evaluation opportunity	3	19
Learning with fun	3	19
Gaining experience in using out-of-school learning environments effectively	2	13
Opinions on the Necessity of the Course		
Required as a separate course	9	56
Partially necessary	4	25
Can be given together with history course	3	19

When the answers given by the participants in Table 1 are examined, the most important points regarding the contribution of the course are 'providing cultural and professional awareness' (44%) and 'improving critical thinking / empathy / communication / collaboration / planning / evidence use skills' (38%) it was determined that many opinions were expressed. The least stated opinion was 'gaining experience in using out-of-school learning environments effectively' (13%). Apart from these, the ideas of 'supporting learner-centered thinking', 'effective and permanent learning', 'providing a versatile evaluation opportunity' and 'learning with fun' were expressed by the participants. Regarding the necessity of the course, 56% of the participants support the continuity of art and museum education as a separate course, while 25% of the participants stated that the course is partially necessary. The idea that it should be included in the history course was supported by 19%.

Frequency of Participants' Use of Artworks and Museums in Social Studies Education

In order to determine the frequency of use of works of art and museums in social studies education by the faculty members participating in the research, they were asked: "What is the frequency of your use of works of art and museums in Social Studies education?" Do you use these contents only in Art and Museum Education courses? questions were asked. Details including the opinions of the participants are included in Table 2.

Table 2. Participants' frequency of using artworks and museums in Social Studies education and course distribution

Frequency of Use in Art and Museum Education Courses	Frequency (f)	Percentage (%)
Few lessons	8	50
Every lesson	7	44
No lesson	1	6
Distribution to Courses		
I use it only in 'Art and Museum Education' courses	11	69
I use it in other lessons too	4	25
I am limited to theoretical information.	1	6

When Table 2 is examined, it was determined that not all participants used works of art and museums in all courses, and the rate of those who used them in only a few courses was 50%. The rate of those who do not use it in any course is determined as 6%. At the point of distribution to courses, it was revealed that the majority of the participants (69%) used works of art and museums only in 'Art and Museum Education' courses.

Conclusion

This study aimed to reveal the thoughts of Social Studies educators about the necessity and importance of art and museum education practices in teacher education. At the end of the research, it was determined that the most opinions expressed about the contribution of the art and museum education course were 'providing cultural and professional awareness' and 'improving critical thinking / empathy / communication / cooperation / planning / evidence use skills'. These findings exactly coincide with the results of Buldu's (2023) research. In addition, Yılmaz and Şeker (2011), in their study on museum visits and the use of museums in teaching Social Studies, stated that students can develop evidence-based skills by examining artifacts from various civilizations in museums. At least the opinion of 'gaining experience in using out-of-school learning environments effectively' was expressed. Apart from these, the ideas of 'supporting learner-centered thinking', 'effective and permanent learning', 'providing a versatile evaluation opportunity' and 'learning with fun' were expressed by the participants. There is consistency with the study of Lemon and Garvis (2014), which supports this result. Regarding the necessity of the course, 56% of the participants support the continuity of art and museum education as a separate course, while 25% of the participants stated that the course is partially necessary. The idea that it should be included in the history course was supported by 19% of the participants. In addition, the findings of the study revealed that not all participants used works of art and museums in all courses, and the rate of those who used them in only a few courses was 50%. The rate of those who do not use it in any course is determined as 6%. At the point of distribution to courses, it was revealed that the majority of the participants used works of art and museums only in 'Art and Museum Education' courses.

Scientific Ethics Declaration

The author declares that the scientific ethical and legal responsibility of this article published in EPSS journal belongs to the author.

Acknowledgements or Notes

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