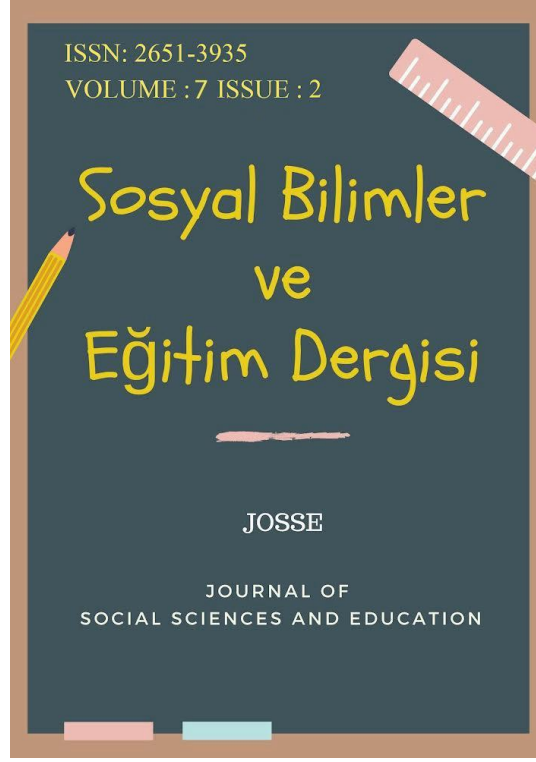


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The Effect of Historical Places Through Virtual Museums on Students' Academic Achievement and Attitudes Towards The Course in Social Sciences Course Concept Teaching

**This Study "The Effect of Historical Places Through Virtual Museums on Students' Academic Achievement and Attitudes Towards The Course in Social Sciences Course Concept Teaching" derived from the thesis titled.*

Rahmet EREN¹

Yıldız Technical University, Faculty of Education, Department of Social Studies Education

Graduate Student

eren.rahmet@gmail.com

Orcid ID: 0009-0009-3538-5581

Şahin ORUÇ²

Yıldız Technical University, Faculty of Education, Department of Social Studies Education

Prof. Dr.

soruc@yildiz.edu.tr

Orcid ID: 0000-0001-8666 3654

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The Effect of Historical Places Through Virtual Museums on Students' Academic Achievement and Attitudes Towards The Course in Social Sciences Course Concept Teaching

Rahmet EREN¹

Yıldız Technical University, Faculty of Education, Department of Social Studies Education

Şahin ORUÇ²

Yıldız Technical University, Faculty of Education, Department of Social Studies Education

Abstract

This research, 7. the classroom social studies course was conducted in order to determine the effect of historical sites on students' academic achievements and attitudes towards the course through virtual museums in concept teaching. In line with the aim, 20 concepts included in the social studies curriculum were selected. A 20-question academic achievement test was prepared and applied to be applied to students in relation to these concepts. In addition, a 35-item attitude scale was applied to determine the students' attitudes towards the Social studies course. The study group of the research consists of 40 7th grade students (20 experimental, 20 control). The study was carried out over a total period of 3 weeks. The experimental group was taught concepts through virtual museums in historical places, and the control group was taught according to the Social Studies curriculum. SPSS, which is a statistical analysis program, was used for the analysis of quantitative data. In the measurements related to the research, dependent and independent variable t test, mean, standard deviation values were calculated. According to the results of the analysis, it has been determined that the use of virtual museums with historical sites in social studies course concept teaching enables more effective learning compared to traditional methods and creates significant differences in students' attitudes towards social studies course.

Keywords: Social studies, historical place, virtual museum, concept

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Corresponding author:

¹Graduate Student

eren.rahmet@gmail.com

Orcid ID: 0009-0009-3538-5581

²Professor Dr.

soruc@yildiz.edu.tr

Orcid ID: 0000-0001-8666 3654

Introduction

Social studies has been defined as "a course that integrates basic cultural elements from the findings obtained from studies in many fields into information selected and kneaded with an interdisciplinary approach; adapted to the primary school level and the child's global perception" (Sözer, 1998, p. 4). It is a course that takes the subject of social studies from social sciences and combines it within its own structure. The Social studies course, which contains information related to many fields such as history, geography, archaeology, anthropology, politics, philosophy, sociology, economics (MEB [Ministry of Education], 2005, p. 51), has a very rich structure in terms of content. Since the fact that the social studies course dominates such a wide area requires teaching concepts related to this field, concept teaching is becoming an important topic in the social studies course.

One of the most important goals in teaching concepts that are abstract conceptions of an object or thought in the human mind (TDK [Turkish Language Association], 2023) is to embody abstract concepts and to gain the ability to use them in daily life (Çaycı, Demir, Başaran and Demir, 2007, p. 625). In the social studies course, it is of great importance for students to understand the subjects, to provide correct learning and to know the concepts in order to solve the problems they face in daily life (Soylu, 2019, p. 35). Many methods and techniques are used in the teaching of the concepts included in the social studies course. In addition, concepts are embodied with different studies and applications and it is made easy for students to learn concepts (Öz, 2019, p. 11).

One of the applications that can be used to make concepts concrete and provide meaningful learning to students and facilitate the concept teaching process is the teaching of concepts through historical sites (Üztemur, Dinç and Acun, 2018, p. 295). According to the statement made by Ata (2002, p. 58) historical places consist of historical buildings left by people living in past periods for the purpose of using or creating artifacts, and places where historical events occurred. In this context, the historical places are mosques, madrasas, inns, baths, caravanserais, complexes, etc. from the structures, it can be the place where an event or war took place, or a place where a well-known person lived, where he was born (Öner, 2015, p. 93).

The use of historical sites in education has started to become digitalized with scientific and technological developments. It can be difficult to go directly to historical sites for some reasons. Examples of this situation are vehicle obstacles in transportation, accident risk, material obstacles, problems that may occur in the space, problems that may occur in the control

of crowded groups, problems that may occur in obtaining permits (Kılıç, Turan, Yalı ve Bulut, 2023, p. 853). However, the process of digitalization in education with technological developments brings the visits to historical sites to a virtual dimension. Thus, the problems experienced during museum trips are minimized thanks to virtual museum trips.

Virtual museum trips are an important tool that provides the opportunity to visit historical sites and museums in our country or around the world with an internet connection (Çolak, 2006, p. 295). At the same time, it also contributes to the development of digital literacy skills that are required to be acquired in the Social studies course. In today's world, digital literacy is of great importance, especially at the point of adapting to the digitalization process and using it correctly. Due to the fact that it is both economical and easy to implement, virtual museums have recently become a preferred area.

The concepts included in the social studies course can be taught to students through trips to historical sites thanks to virtual museum technology. There are learning areas in the social studies course and concepts that students want to be taught in each learning area (Kılınç, Çoban, Akşit, 2015, p. 636). It is not possible for learning to be fully realized without these concepts being introduced to the student (Parker, 2001). Because individuals learn with concepts. Thanks to the concept teaching studies carried out on the students, concept deficiencies or misconceptions are eliminated and a solid foundation is prepared for subsequent learning. Because meaningful learning can be realized as concepts are embodied (Akhan and Kılıçoğlu, 2014, p. 25). In this context, concept teaching studies can be carried out in historical places with virtual museums in the process of providing concepts to students. This situation enriches the educational environment and provides orientation to modern methods instead of classical teaching methods.

The subject of our research was to determine the effect of the acquisition of concepts in the social studies curriculum in historical places through virtual museums on the academic achievement of students and their attitudes towards the social studies course. In order for the goals set in the Social Studies curriculum to be realized, the concepts contained in the program should be taught in such a way that they can create the same meaning in the minds of all students (Alkış, 2012, p. 75). For this reason, considering that students have different cognitive and affective characteristics, the realization of concept teaching in virtual museums and historical places will be able to address many areas by increasing the diversity in learning (Aktaş, Yılmaz and İbrahimoğlu, 2021, p. 1298). At the same time, since it will be an activity that attracts the attention of students, it ensures that permanent learning takes place (Kayabaşı, 2005, p. 157). The aim of the research is to determine the effect of historical places on students' academic

achievements and attitudes towards the course through virtual museums in social studies course concept teaching. 7 In this research. It is aimed to determine the effect of introducing the concepts included in the social studies program of the classroom students through virtual museum trips to historical sites on academic achievement and lesson attitudes.

When the literature review is carried out, it is seen that studies related to the teaching of concepts have been carried out. However, it has been seen that there is a gap in the literature regarding the teaching of concepts in historical places through virtual museums and no studies have been found on this subject. In this context, considering the importance of concept teaching in social studies course, realization of this by different methods will add richness to learning environments. The teaching of concepts by visiting historical places with virtual museum applications, reinforcement and elimination of misconceptions will enrich the teaching.

Gürbüztürk and others (2013) stated in his research that the application of traditional methods of learning methods to students limits knowledge and therefore modern methods should be used. In this context, interactive learning is one of the different methods. Duman (2013) emphasized the importance of using technological tools that appeal to many senses of students in education in their studies. In this context, virtual museums have important effects on the learning process. Concept teaching occupies an important place in social studies curricula (MEB, 2018). However, studies have shown that the concepts included in the program are not learned by the students at the desired level (Akgün, 2014; Avcı, 2015; Bitlisli, 2014; Boz and Çoban, 2019; Çakmak, 2006; Çelikkaya and Kürümluoğlu, 2019; Demirci, 2019; Fidan, 2009; Kayacan, 2010; Öktem, 2006; Özdoğan, 2019; Özkaya, 2019; Çakmak, 2019; Özkaya, 2010; Talay, 2011; Ünlü, 2011). It is seen that this situation is caused by the inability to embody concepts in the concept teaching process (Demirkaya and Karacan, 2016; Memişoğlu and Tarhan, 2016; Özdoğan, 2019; Özkaya, 2010; Soylu and Memişoğlu, 2020).

The contribution of virtual museum trips to historical sites to the embodiment of abstract concepts in the minds of students and concept teaching is an undeniable reality. In the studies conducted by Demirboğa (2010), it was found that virtual museum activities provide positive contributions to students' cognitive and affective sense. However, the research conducted on virtual museum trips (Ata, 2002; Erim, 2005; Utku, 2008; Akyüz, 2009; Tosun, 2009; Demirci, 2009; Filiz, 2010) When looking at the results, it was found that the teaching activities supported by virtual museum trips positively affected student attitudes towards the relevant course and subject.

The question of this research article is that “What is the impact of historical places through virtual museums on students' academic achievements and attitudes about the course in

social studies course concept teaching?" has been determined as. The subproblems of the specified problem sentence are:

1. What is the impact of historical places through virtual museums on the academic achievements of female students in the teaching of social studies course concepts?
2. What is the impact of historical places through virtual museums on the academic achievements of male students in the teaching of social studies course concepts?
3. What is the effect of historical places through virtual museums on the attitudes of female students about the lesson in social studies course concept teaching?
4. What is the effect of historical places through virtual museums on the attitudes of male students about the lesson in social studies course concept teaching?
5. Is there a significant difference between virtual museum trips to historical sites applied to the experimental group and the pre-test and post-test in the concept teaching application?
6. Is there a significant difference between the pre-test and post-test in the achievement test applied to the control group?

Method

Model

This research is an experimental model research that examines the effects of historical places on students' academic achievements and attitudes towards the course through virtual museums in teaching the concepts in the Social Studies program of 7th grade students. The experimental method is used to determine the cause-effect relationship of the results observed directly under the control of the researcher (Karasar, 2005, p. 87). Experimental methods make an important contribution to Deciphering and analyzing the causality between variables in studies conducted in the field of social sciences. In this context, research-oriented interpretations become easier (Gürbüz and Şahin, 2018, p. 376).

Sample

In the research conducted, Yavuz Selim Secondary School 7. two groups were formed from the class students. A total of 40 students were selected, including 20 students in each group. In this research, an experimental control group was formed in order to determine the effect of concept teaching in virtual museums and historical places. When deciding which of

the selected groups will be the experimental and which will be the control group, it was treated impartially. The pre-test and post-test academic achievement and attitude scales were prepared and applied to be applied to both groups. The classroom where concepts are processed in historical places with virtual museums constitutes the experimental group; the classroom where the course is processed according to the social studies curriculum constitutes the control group.

Data Collection Tool

In relation to the research, data were obtained by using two different measurement tools. The measurement tools used in the research are the social studies concept teaching achievement test and the Social studies course attitude scale. The necessary permissions have been obtained from the owner of the scale in order to use the social studies attitude scale. In order to measure the students' learning related to the subject, the academic achievement scale applied in the form of pre-test-post-test was used. It was aimed to measure 20 concepts determined by the academic achievement scale. The concepts to be measured by the academic achievement test are as follows:

- | | |
|----------------|-------------------------|
| * Settlement | * Tolerance |
| * Foundation | * Geographical location |
| * Invention | * Common heritage |
| * Chronology | * Solidarity |
| * Continental | * Century |
| * Gaza | * Era |
| * Migration | * Sovereignty |
| * Reform | * Conquest |
| * Monarchy | * Milestone |
| * Civilization | *Independence |

In the concept teaching, the “Social Studies Course Attitude Scale” developed by Ilke Evin Gencil (2006) was used to reveal the effect of the use of virtual museums in historical places on students' attitudes towards the course. The attitude scale is in the five-point likert style. There are 35 items in the scale. The scale items were rated as “Not Suitable at All=1”, “Not Suitable=2”, “I am undecided=3”, “Suitable=4”, “Very Suitable=5”. The negative items

of the scale were scored in the opposite direction. The maximum and minimum score range that can be obtained from the scale and the range determined for its interpretation are as follows;

<u>Score</u>	<u>Comment</u>
35-59	Very Negative
60-91	Negative
92-126	Moderate Positive
127-155	Positive
156-175	Very Positive

Collection of Data and Analysis

Two different measurement tools were applied in the research. These are determined as “Academic Achievement Scale” and “Social Studies Attitude Scale”. The analyses were carried out by using SPSS 20.00 package program for the analysis of quantitative data obtained from the applied scales. The quantitative data obtained from the research were analyzed with the SPSS program using parametric (parametric) and non-parametric (nonparametric) tests. Parametric data are important in terms of giving the strongest results (dependent-independent t test, etc.).

The correct answers given by the students in the achievement test are coded as “1” and the incorrect answers are coded as “0”. Since the Likert scale was used in the attitude scale, the answers were graded between 1-5, the total score was calculated and classification was made according to the total scores.

In the comparison of the pre-test and post-test data obtained from the experimental and control groups of the academic achievement scale, the dependent sample t test and independent sample t test were applied to analyze whether there is significance according to various variables. The results obtained as a result of the analysis are tabulated and explained. Arithmetic mean was calculated when determining the average of the scores obtained. In addition, standard stubs were calculated to determine the distance of the results in the distribution to the arithmetic mean. In order to measure the reliability of the applied scales, the Cronbach Alpha coefficient was calculated and indicated. The obtained data were tabulated and the findings were interpreted. The results of the analysis were considered statistically significant with a 95% confidence level and $p < 0.05$ values.

Ethical Committee Approval

Yıldız Technical University, Social and humanities ethics committee, 30.09.2024 meeting date, 2024. With the decision of Meeting No. 09, there were no findings contrary to ethics in the study titled “The Effect Of Historical Places Through Virtual Museums On Students' Academic Achievement And Attitudes Towards The Course In Social Sciences Course Concept Teaching" and the information about the data collection tools and methods to be used in this study.

Findings

In this part of the study, the findings and comments obtained from the analysis of the data collected from the experimental and control groups related to the subproblems of the research are included.

1. Findings on the Effect of Historical Places on Academic Achievement of Female Students in Social Studies Course Concept Teaching Through Virtual Museums

The first subproblem of the research is "What is the effect of historical places on the academic success of female students in teaching concepts in social studies course through virtual museums?" It is expressed as. Findings and comments regarding the sub-problem are included in the table.

Table 1

The Findings Obtained by Dependent Sample T-Test Regarding The Effect of Historical Places on Academic Achievements of Female Students In Social Studies Course Concept Teaching Through Virtual Museums (Control Group)

Control Group		f	\bar{X}	ss	t	p
FEMALE	Post-test	8	7,38	1,188	1,000	,351
	Pre-test	8	7,25	1,282		

In Table 1, the pre-test and post-test results of the control group female students were obtained by the dependent sample t test. When Table 1 was examined, the average pre-test score

(\bar{X}) of female students in the control group, where the course was taught only by applying the Social Studies curriculum, was calculated as 7,25 and the average post test score (\bar{X}) was 7,38. The standard deviations of the preliminary test are 1,282 and the post test is 1,188. There is no significant difference between the pre-test and post test scores of the control group female students ($t_7=1,000$; $p>0.05$). As a result of the application, there was no significant change in the academic achievements of students who took courses using the traditional method.

Table 2

The Findings Obtained By Dependent Sample T-Test Regarding The Effect Of Historical Places On Academic Achievements Of Female Students In Social Studies Course Concept Teaching Through Virtual Museums (Experimental Group)

Experimental Group		f	\bar{X}	ss	t	p
FEMALE	Post-test	8	19,13	,991	17,567	,001
	Pre-test	8	7,63	1,923		

In Table 2, the pre-test and post-test results of the female students of the experimental group were obtained by the dependent sample t test. Table 2 shows the findings related to the effect of historical places on the academic achievements of female students through virtual museums in the concept teaching of social studies course. In this context, the average pre-test score (\bar{X}) of the experimental group of female students was determined as 7,63 in the measurements made before the application. However, the average of the final test score (\bar{X}) of the course application made as a result of using historical sites through virtual museums in the concept teaching of the Social studies course has been determined as 19,13. There is a significant deficiency between the pre-test and post-test score averages of the female students in the experimental group ($t_7=17,567$; $p<0.05$). As a result of the application, it is seen that the use of historical sites through virtual museums in the concept teaching of the social studies course has made a significant change in the academic achievements of female students.

2. Findings on the Effect of Historical Places on Academic Achievement of Male Students in Social Studies Course Concept Teaching Through Virtual Museums

The second subproblem of the research is "What is the effect of historical places on the academic achievement of male students in teaching concepts in social studies course through virtual museums?" It is expressed as. The findings and comments regarding the second subproblem are as follows: stated in the table.

Table 3

Findings and Comments Obtained by Dependent Sample T-Test Regarding The Effect of Historical Places on Academic Achievements of Male Students in Social Studies Course Concept Teaching Through Virtual Museums (Control Group)

Control Group		f	\bar{X}	ss	t	p
MALE	Post-test	12	7,67	1,231	1,483	,166
	Pre-test	12	7,50	1,087		

In Table 3, the pre-test and post-test results of the male students of the control group were obtained by the dependent sample t test. When Table 3 was examined, the average pre-test score (\bar{X}) of male students in the control group, where the course was taught only by applying the Social Studies curriculum, was calculated as 7,50 and the average post test score (\bar{X}) was 7,67. The standard deviations of the preliminary test are 1,087 and the post test is 1,231. There is no significant difference between the pretest and post test scores of the male students of the control group ($t_{11}=1,483$; $p>0.05$). As a result of the application, there was no significant change in the academic achievements of students who took courses using the traditional method.

Table 4

Findings and Comments Obtained by Dependent Sample T-Test Regarding The Effect of Historical Places on Academic Achievements of Male Students In Social Studies Course Concept Teaching Through Virtual Museums (Experimental Group)

Experimental Group		f	\bar{X}	ss	t	p
MALE	Post-test	12	19,42	,793	21,191	,001
	Pre-test	12	7,33	1,557		

In Table 4, the pre-test and post-test results of the male students of the experimental group were obtained by the dependent sample t test. Table 4 shows the findings related to the effect of historical places on the academic achievements of male students through virtual museums in the concept teaching of social studies course. In this context, the average pre-test score (\bar{X}) was determined as 7,33 in the pre-application measurements of the male students of the experimental group. However, the average of the post test score (\bar{X}) of the course application made as a result of using historical sites through virtual museums in the concept teaching of the Social Studies course was determined as 19,42. There is a significant difference between the pretest and post test score averages of the male students in the experimental group ($t_{11}=21,191$; $p<0.05$). As a result of the application, it is seen that the use of historical sites through virtual museums in the concept teaching of the social studies course has made a significant change in the academic achievements of male students.

3. Findings on the Effect of Historical Sites on Female Students' Attitudes Towards the Lesson Through Virtual Museums in Social Studies Course Concept Teaching

The third sub-problem of the research is "What is the effect of historical places via virtual museums on the attitudes of female students about the lesson in social studies course concept teaching?" is expressed in the form. The findings and comments related to the third sub-problem are indicated in the table.

Table 5

The Findings and Comments Obtained From The Dependent Sample T-Test on The Effect of Historical Sites on The Attitudes of Female Students About The Lesson Through Virtual Museums In The Social Studies Concept Teaching Course (Control Group)

Control Group		f	\bar{X}	ss	t	p
FEMALE	Post-test	8	125,75	10,660	4,994	0,002
	Pre-test	8	105,75	19,039		

In Table 5, the pre-test and post-test results of the control group female students were obtained by the dependent sample t-test. The analysis was performed according to the mean and standard deviations in the table. When Table 5 is examined, the average pre-test score (\bar{X}) of the students enrolled in the course according to the social studies curriculum was calculated as 105,75 and the average post test score (\bar{X}) was calculated as 125,75. The standard deviations of the preliminary test are 19,039 and the post test is 10,660. As a result of the application, there is no significant difference in average (\bar{X}) between the pretest and post-test attitude scores of female students towards the Social Studies course. It is seen that the average difference in the attitude scale applied before and after the application is not at a high level.

Table 6

The Findings and Comments Obtained From The Dependent Sample T-Test on The Effect of Historical Sites on The Attitudes of Female Students About The Lesson Through Virtual Museums in The Social Studies Concept Teaching Course (Experimental Group)

Experimental Group		f	\bar{X}	ss	t	p
FEMALE	Post-test	8	149,63	10,183	10,707	0,001
	Pre-test	8	108,38	8,634		

In Table 6 the pre-test and post-test results of the female students of the experimental group were obtained by the dependent sample t-test. The analysis was performed according to the mean and standard deviations in the table. Table 6 shows the findings related to the effect of historical places on the attitudes of female students towards the lesson through virtual museums in social studies course concept teaching. In this context, the average score of the experimental group of female students (\bar{X}) was determined as 108,38 in the pre-test measurements made before the application. However, the average of the son test score (\bar{X}) on the attitude scale applied after the study conducted as a result of using historical sites through virtual museums in the concept teaching of the social studies course was determined as 149,63. There is a significant difference between the pre-test and post test score averages of the female students in the experimental group. As a result of the application, it is seen that the use of historical sites through virtual museums in the concept teaching of social studies course creates a significant difference in the effect of female students' attitudes towards the lesson.

The difference between the pre-test and post test averages of the female students in the control group was determined as 20 points. The difference between the pre-test and post-test averages of the female students in the experimental group was found to be 41,25 points. This situation reveals a significant difference in practice between the experimental girl and control girl groups.

4. Findings on the Effect of Historical Places on Male Students' Attitudes Towards the Lesson Through Virtual Museums in Social Studies Course Concept Teaching

The fourth sub-problem of the research is "What is the effect of historical places via virtual museums on male students' attitudes about the lesson in social studies course concept teaching?" is expressed in the form. The findings and comments related to the fourth sub-problem are indicated in the table.

Table 7

The Findings and Comments Obtained From The Dependent Sample T-Test Regarding The Effect of Historical Sites Via Virtual Museums on The Attitudes of Male Students in The Social Studies Concept Teaching Course (Control Group)

Control Group	f	\bar{X}	ss	t	p
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MALE	Post-test	12	127,17	5,042	6,964	0,001
	Pre-test	12	116,83	6,740		

In Table 7, the results of the control group of male students before and after the test were obtained by the dependent sample t-test. The analysis was performed according to the mean and standard deviations in the table. When Table 7 was examined, the average pre-test score (\bar{X}) of the men in the control group in which the social studies course curriculum was applied was calculated as 116,83 and the average post-test score (\bar{X}) was calculated as 127,17. The standard deviations of the preliminary test are 6,740 and the post test is 5,042. There is no significant difference between the pre-test and post-test averages of male students in the control group. As a result of the application, a serious difference could not be achieved in the attitudes of male students who were taught by traditional methods regarding the Social studies course.

Tablo 8

The Findings and Comments Obtained From The Dependent Sample T-Test Regarding The Effect of Historical Sites Via Virtual Museums on The Attitudes of Male Students in The Social Studies Concept Teaching Course (Experimental Group)

Experimental Group		f	\bar{X}	ss	t	p
MALE	Post-test	12	152,75	6,047	18,185	0,001
	Pre-test	12	110,08	5,501		

In Table 8, the results of the experimental group of male students before and after the test were obtained by the dependent sample t-test. The analysis was performed according to the mean and standard deviations in the table. When Table 8 is examined, the findings related to the effect of historical places on the attitudes of male students towards Social studies course through virtual museums in social studies course concept teaching are included. In this context, the average pre-test score (\bar{X}) of the experimental group of male students was determined as 110,08. However, the average post test score of the course application conducted as a result of using historical sites through virtual museums in the concept teaching of the Social studies

course was determined as 152,75. There is a significant difference between the pre-test and post test score averages of the male students in the experimental group. As a result of the application, it is seen that the use of historical sites through virtual museums in the concept teaching of the social studies course has caused a significant change in the attitudes of male students towards the Social studies course.

The difference between the pre-test and post test score averages of male students in the control group is calculated as 10,34 points. The difference between the average scores of the pre-test and post test scores of the male students in the experimental group is calculated as 42,67. This situation reveals a significant difference in practice between the experimental male and control male groups.

5. Findings regarding the Significant Difference Between Virtual Museum Visits to Historical Sites Applied to the Experimental Group and the Pre-Test and Post Test in the Concept Teaching Study

The fifth sub-problem of the research is "Is there a significant difference between virtual museum visits to historical sites applied to the experimental group in the concept teaching practice and the pre-test and post-test?" is expressed in the form. The findings and comments related to the fifth sub-problem are indicated in the table.

Table 9

The Findings and Comments Obtained by The Independent Sample T-Test Regarding The Concept Teaching Practice With Virtual Museum Trips in Historical Places Applied to The Experimental Group

Groups	N	\bar{x}	ss	sd	t	p
Experimental	Pre-test	7,40	1,635			
	Post-test	19,30	,865	19	28,172	,001

The mean (\bar{x}) was found to be 7,40 and the standard deviation was found to be 1,635 in the pre-test measurement performed before application to the experimental group. However, the average of the achievement test applied as a result of using historical places through virtual museums in the concept teaching of the Social studies course was found to be 19,30 and the

standard deviation was 0,865. There is a significant difference between the pre-test and post-test score averages of the experimental group ($t_{19}=28.172$; $p<0.05$). This situation shows that the use of historical sites through virtual museums in concept teaching in social studies course has a significant impact on the concept teaching process.

6. Findings regarding the Decency of a Significant Difference Between Pre-Test and Post-Test in the Achievement Test Applied to the Control Group

The sixth sub-problem of the research is “Is there a significant difference between the pre-test and post-test scores in the achievement test applied to the control group?” has been expressed as. The findings and comments related to the sixth subproblem are indicated in the table.

Table 10

The Findings and Comments Obtained by The Independent Sample T-Test Regarding The Pre-Test and Post-Test Achievement Test Applied to The Control Group

	Groups	N	\bar{x}	ss	sd	t	p
Control	Pre-test	20	7,40	1,142	19	1,453	,081
	Post-test		7,50	1,235			

The average pre-test score applied to the control group before the study was determined as 7,40 and the standard deviation was 1,142. After that, the course was processed in accordance with the Social studies course curriculum and the achievement test was applied as the post test at the end of the process. As a result of the last test, the average score was found to be 7,50 and the standard deviation was found to be 1,235. There is no significant difference between the pre-test and post test scores of the control group ($t_{19}= 1, 453$; $p>0, 05$). This situation shows that lecture teaching with traditional methods in social studies course concept teaching does not have a meaningful impact on students' concept teaching process.

Discussion and Results

In the concept teaching of the social studies course, the academic achievement test prepared by the researcher and the attitude scale for the previously prepared Social studies

course were used as a measurement tool in order to determine the impact of historical sites on students' academic achievements and attitudes towards the course through virtual museums. The measurement data obtained in the research were analyzed by quantitative analysis methods and transmitted as is. In the study, 6 sub-problems were created while evaluating the attitudes of historical places towards students' academic achievements and courses through virtual museums during the concept teaching process. The data obtained from the achievement test and attitude scales applied in accordance with the sub-problems were analyzed. The data obtained from the achievement test and attitude scale were evaluated by an expert person and the researcher and the result was reached.

Scientific and technological developments in the world have also changed the traditional processes in education. For this reason, it is aimed to enrich the teaching process with different methods and techniques in teaching and to harmonize education with the developments experienced. Thus, it is possible to realize effective and permanent learning.

As a result of the research conducted, historical places through virtual museums have a positive impact on the academic achievements and attitudes of students towards the course in social studies course concept teaching.

A total of 40 students, including 8 girls and 12 boys from the experimental group and 8 girls and 12 boys from the control group, participated in the research. The results of the academic achievement test and attitude scales applied to the experimental and control group were evaluated according to the sub-problems and the results were reached.

The pre-test scores of the experimental and control groups were obtained according to the independent sample t test results and it was determined whether there was an academically significant difference between the groups at the Decision. According to the results of the analysis, the average of the experimental group was measured as 7,45 and the average of the control group was 7,40. In the study, $p > 0.05$ was calculated ($p = 0.456$). This situation showed that there was no significant difference between the experimental and control group. In this context, the fact that the groups were in a similar situation to each other provided more precise information in the final test results related to the application.

In the first sub-problem of the research, "What is the impact of historical places through virtual museums on the academic achievements of female students in the teaching of social studies course concepts?" an analysis has been made regarding the answer to the question. According to the results obtained from the academic achievement scale, the effect of historical sites on the academic achievements of female students in the experimental and control group through virtual museums in the concept teaching of the social studies course resulted in favor

of female students in the experimental group. In this context, statistically, there is a significant difference between the experimental and control groups. This situation shows that historical places through virtual museums greatly increase the academic achievements of female students in the teaching of social studies course concepts.

In the second sub-problem of the research, "What is the impact of historical places through virtual museums on the academic achievements of male students in the teaching of social studies course concepts?" an analysis has been made regarding the answer to the question. According to the data obtained from the academic achievement scale, the effect of historical sites on the academic achievements of male students in the experimental and control group through virtual museums in the concept teaching of the social studies course resulted in favor of male students in the experimental group. As a result of statistical data, there are significant differences between male students in the experimental and control groups. This situation shows that historical places through virtual museums greatly increase the academic achievements of male students in the teaching of social studies course concepts.

In the first and second subproblems of the research, concept teaching was carried out to the control group using traditional methods, while the concept teaching process to the students in the experimental group was carried out in historical places through virtual museums. After the application made in the experimental group, it was found that their academic achievements showed a significant difference compared to the control group. In this context, the concept teaching process with virtual museums in historical places, realized with the integration of technology into education, offers an important impact in increasing the academic achievements of students.

When the relevant literature is examined, Avcı and Öner (2015) state that historical sites should be actively used in social studies education. In this context, the contribution of historical places to education is an undeniable fact. Similarly, Hunter and Shull (1992) state that historical sites are effective in linking education with subject areas. Öner (2015) stated that historical places are important in terms of providing differentiation in traditional education. Meydan and Akkuş (2016) state parallel views stating that the use of historical sites offers important benefits in the realization of effective learning. Çepni and Aydın (2015) state that the use of historical places is important in ensuring permanence in learning. Ata (2002) mentioned the situations where it is difficult to make direct trips to historical sites and stated that these situations are problems that restrict the student and the teacher. For this reason, the importance of using virtual museums in minimizing the problems experienced during historical site trips has also been stated in the field summer studies.

Gürbültürk (2013) stated in his research that applying traditional methods of learning methods to students limits knowledge and therefore modern methods should be used. In this context, interactive learning is one of the different methods. Duman (2013) emphasized the importance of using technological tools that appeal to many senses of students in education in their studies. In this context, virtual museums have important effects on the learning process. Öner (2015) states that virtual museums have an important place in supporting the educational processes of students, especially those who are in the concrete period. Concept teaching occupies an important place in social studies curricula (MEB, 2018). However, studies have shown that the concepts included in the program are not learned by the students at the desired level (Akgun, 2014; Avcı, 2015; Bitlisli, 2014; Boz and Shepherd, 2019; Çakmak, 2006; Çelikkaya and Kürümlüoğlu, 2019; Demirci, 2019; Fidan, 2009; Kayacan, 2010; Öktem, 2006; Özdoğan, 2019; Özkaya, 2019; Çakmak, 2019; Özkaya, 2010; Talay, 2011; Ünlü, 2011). It is seen that this situation is caused by the inability to embody concepts in the concept teaching process (Demirkaya and Karacan, 2016; Memişoğlu and Tarhan, 2016; Özdoğan, 2019; Özkaya, 2010; Soylu and Memişoğlu, 2020). The contribution of virtual museum trips to historical sites to the embodiment of abstract concepts in the minds of students and concept teaching is an undeniable reality. The findings obtained as a result of the research prove this situation.

In the third sub-problem of the research, "What is the effect of historical places through virtual museums on the attitudes of female students about the lesson in social studies course concept teaching?" the answers to his question have been sought. According to the data obtained from the attitude scale of the social studies course, the effect of historical sites on the attitudes of female students in the experimental and control groups through virtual museums in the concept teaching of the social studies course resulted in favor of the female students in the experimental group. As a result of the statistical data, a significant difference was observed between the averages of the attitude scale total scores of the experimental and control groups. The difference between the pre-test and post-test averages of the female students in the control group was calculated as 20 points, and the dec dec difference between the pre-test and post-test averages of the female students in the experimental group was calculated as 41,25 points. This situation shows that historical places through virtual museums have a significant impact on the attitudes of female students about the lesson in social studies course concept teaching. In addition, in the score scale determined in the attitude scale, the pre-test results of the girls in the control group showed that they had a "moderately positive" attitude with an average score of 105,75, while the post-test results showed that they had a "moderately positive" attitude with

an average score of 125,75. The average pre-test score of the female students in the experimental group was calculated as 108.38 and the "medium-level positive" attitude and the average post-test score was determined as "positive level" attitude as 149,63. In the concept teaching studies applied to the experimental group, it has been observed that the use of historical places through virtual museums has an increasing effect on student motivation. This situation proves that concept teaching studies conducted by traditional methods have a weak effect on the attitudes of female students.

In the fourth sub-problem of the research, "What is the effect of historical places through virtual museums on the attitudes of male students about the lesson in social studies course concept teaching?" the answers to the question have been analyzed. There is a significant difference according to the attitude scale results of male students in the experimental and control groups. The difference between the average score of the pre-test and post-test attitude scale of male students in the control group was 10,34, while this difference was measured as 42,67 for male students in the experimental group. This situation shows that historical places have a significant impact on the attitudes of male students towards the lesson through virtual museums in social studies course concept teaching. In addition, in the score scale determined in the attitude scale, the pre-test results of the male students in the control group showed that they had a "moderately positive" attitude with an average score of 116,83, while the post-test results showed that they had the same "positive" attitude with an average score of 127,17. However, the fact that there is a very small difference here does not have a serious impact on the result. The pre-test score average of the male students in the experimental group was calculated as 110,08, indicating a "medium level positive" attitude, while the post-test score average was determined as 152,75, indicating a "positive level" attitude. In the concept teaching studies applied to the experimental group, it has been seen that the use of historical places through virtual museums is effective in increasing student motivation. This proves that the concept teaching studies carried out by traditional methods have a weak effect on the attitudes of male students. It has been determined that the findings obtained as a result of the research contain similar results as the studies of Yildirim and Tahiroğlu (2012). Yildirim and Tahiroğlu (2012) presented the results supporting the study by showing that teaching with virtual museums has a positive effect on students' attitudes.

In the studies conducted by Demirboğa (2010), it was found that virtual museum activities provide positive contributions to students' cognitive and affective sense. However, when the results of the research conducted on virtual museum trips (Ata, 2002; Erim, 2005; Utku, 2008; Akyuz, 2009; Tosun, 2009; Demirci, 2009; Filiz, 2010) are examined, it has been

found that the teaching activities supported by virtual museum trips positively affect student attitudes towards the relevant course and subject.

In the fifth sub-problem of the research, "Is there a significant difference between virtual museum trips to historical sites applied to the experimental group and the pre-test and post-test in the concept teaching application?" the answer to the question was analyzed and the result was reached. As a result of the obtained data, it has been determined that the application of concept teaching with virtual museum trips in historical places makes a significant difference. It has been found that virtual museums, in which technological applications are used in concept teaching applications, significantly contribute to students' academic achievement and attitudes about the course when realized through historical sites. In the sixth sub-problem, "Is there a significant difference between the pre-test and post-test in the achievement test applied to the control group?" the absence of a significant difference in the analyses related to the question shows that the effect of concept teaching activities with traditional methods on students' academic achievement and attitudes is weak.

Recommendations

The recommendations determined in accordance with the findings obtained as a result of the research are listed as follows.

- Historical places of interest and virtual museums can be used for social studies subjects.
- Historical places can be used to teach values and skills to students as well as concept teaching studies with virtual museum visits.
- In social studies courses, historical places can be used more for concept teaching studies with virtual museum trips.
- Virtual museum trips to historical sites can be used to teach concepts that will be acquired not only at the secondary school level, but also from elementary school.
- More activities can be included in the Social studies curriculum and textbooks for concept teaching studies with virtual museum trips in historical places of interest.
- Teacher training programs at the faculties of education can be given more space to studies related to the use of virtual museums.
- Virtual museum education can be further disseminated as an elective or compulsory course at universities for the effective use of concept teaching studies.

- It is recommended that the teacher of the course who will conduct the application plan the teaching process appropriate to the age and educational level of the students in concept teaching studies with virtual museum trips in historical places.
- In-service training can be given to teachers for the planning and implementation of virtual museum visits.
- Since the use of virtual museums is linked to technological infrastructure, infrastructure problems should be resolved by the Ministry of Education.
- Since research-related studies are almost non-existent in the literature, it is recommended that researchers close the current gap by conducting more academic studies in this field.

Ethical Committee Approval

Yıldız Technical University, Social and humanities ethics committee, 30.09.2024 meeting date, 2024. With the decision of Meeting No. 09, there were no findings contrary to ethics in the study titled "The Effect Of Historical Places Through Virtual Museums On Students' Academic Achievement And Attitudes Towards The Course In Social Sciences Course Concept Teaching" and the information about the data collection tools and methods to be used in this study.

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