

| Research Article / Araştırma Makalesi |

The Use of Newspapers As a Tool in History Teaching and Students' Approaches to Newspaper Research Studies¹

Tarih Öğretiminde Gazetelerin Bir Araç Olarak Kullanımı ve Öğrencilerin Gazete Araştırma Çalışmalarına Yönelik Yaklaşımları

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Abstract

Many different tools are used in history teaching. One of these tools is newspapers. Newspapers are common tools that are cheap, effective, useful and easy to access, which can be used both in and outside the class. Newspapers, one of the sources where students can improve their research skills, can broaden their horizons. In this study, newspapers have been examined as a tool in the use of history lessons teaching. The perceptions, views and opinions of the students towards the use of newspapers as a tool in education were revealed and evaluated. The study also examined how students used newspapers as primary sources. The research was carried out with 151 students who were studying at the 11th grade of Fatih Gelenbevi Anatolian High School in the district of Fatih in Istanbul. Newspapers published in Turkey Aksam, Cumhuriyet, Hürriyet, Milliyet, Sabah, Türkiye, Ulus and Zafer from 1929 until 2000 were examined in this study. Open-ended questionnaire was used as a data collection tool. Qualitative research approach has been adopted in this study. Descriptive analysis method was used in the research. The numerical breakdown and comparison of the data was done. Anxiety and prejudice were observed in the majority of students, especially for the use of newspapers in the teaching of history lessons. However, at the end of the research study, it was determined that there was a big change in the negative views of the students.

Öz

Tarih öğretiminde birçok farklı araç kullanılmaktadır. Bu araçlardan biri de gazetelerdir. Gazeteler tarih derslerinde hem ders içinde hem de ders dışında kullanılabilen ucuz, etkili, kullanışlı ve ulaşılması kolay yaygın araçlardır. Öğrencilerin araştırma becerilerini geliştirebileceği kaynaklardan biri olan gazeteler onların ufuklarını genişletebilir. Bu çalışmada gazetelerin tarih derslerinin öğretiminde bir araç olarak kullanımını irdelenmiş, öğrencilerin gazetelerin eğitimde bir araç olarak kullanımına yönelik algıları, bakışları ve görüşleri ortaya konulmuş ve değerlendirilmiştir. Çalışma ile ayrıca öğrencilerin birinci el kaynak olarak gazetelerden nasıl yararlandıkları incelenmiştir. Araştırma, İstanbul ili Fatih ilçesindeki Fatih Gelenbevi Anadolu Lisesi 11. sınıfta okuyan 151 kişi ile yürütülmüştür. 1929 yılından 2000 yılına kadar Türkiye'de yayımlanan *Aksam*, *Cumhuriyet*, *Hürriyet*, *Milliyet*, *Sabah*, *Türkiye*, *Ulus* ve *Zafer* gazeteleri bu çalışma kapsamında incelenmiştir. Veri toplama aracı olarak açık uçlu anket kullanılmıştır. Bu çalışmada nitel araştırma yaklaşımı benimsenmiştir. Araştırmada betimsel çözümleme yöntemi kullanılmış, verilerin sayısal dökümü ve karşılaştırılmaları yapılmıştır. Tarih derslerinin öğretiminde gazetelerin kullanımına yönelik başta öğrencilerin çoğunda endişe ve önyargı olduğu görülmüş ancak araştırma çalışmasının sonunda öğrencilerin olumsuz bakış açılarında büyük değişim olduğu tespit edilmiştir.

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INTRODUCTION

With the emergence of nation states in the 19th century, history lessons started to be given great importance and this course was used to raise individuals with a high awareness of citizenship. In the new understanding of history teaching that developed in the last quarter of the 20th century, historical thinking skills came to the fore and it was aimed to provide students with skills such as evidence evaluation, critical thinking and problem solving (MEB, 2018: 11). Anew, with history lessons, it was aimed to give the students the awareness of the society, country and the world they live in. In addition, they were expected to develop an historical consciousness that could interpret what is happening today and create perspectives for the future (MEB, 2018: 12). Case studies, text and visual analysis, which allow the changes in history to be compared with different examples in the past and today, contribute to the development of historical understanding in students (MEB, 2018: 13-14).

Newspapers, which occupy an important place among the mass communication tools that democratic and developed societies attach importance to, are generally daily information-gathering tools that present all kinds of news to the service of the society (Berkant & Comert, 2013). The use of newspapers as a teaching tool in education has long been discussed in many countries (DeRoche, 1981; Rhoades & Rhoades, 1985; Vaughan, Sumrall, & Rose, 1998, Jarman, & McClune, 2002; Wellington, 1993; Uyanik; 2007). In addition, students' direct access to primary sources prepares the ground for them to think critically, to ask questions, to make explanations with logical inferences and to interpret events (Ata, 2002: 80-81). Newspapers that enable students to ask questions, to research and analyze information, allow them to improve and change themselves (Sunal & Haas, 2002). Newspapers also help prepare students as members that contribute to a changing world (Street, 2002). At the same time, the fact that it is a cheap resource and easy to reach makes the newspaper a useful material (Unluer & Yaşar, 2012: 44-45). Therefore, the use of newspapers as a teaching tool in education has become widespread in recent years (Aiex, 2004). The use of newspapers as an educational tool in Turkey dates back to the early 20th century. However, the use of newspapers as a teaching tool is not at the desired level today (Uyanik, 2007: 2; Sezer, 2019: 134; Yahsi & Keles, 2013: 697).

The newspapers, which can be used in every course with the news on different topics, rich visual elements and the information they contain at every level, are also useful in consolidating the knowledge gained from courses and textbooks and in gaining the targeted skills (MEB, 2008: 1). Newspapers sometimes function as an interface that provides links between textbooks, curriculum and current events in education (Turner, 1982: 80). DeRoche (1999: 23), who sees newspapers as a valuable teaching resource to motivate students and increase their interest in school subjects, stated that the use of newspapers increases students' current knowledge on many subjects. DeRoche also stated that the use of newspapers contributes to students' reading skills, classroom discussions, and students' knowledge and understanding.

The Newspaper Association of America Foundation (NAAF) listed the benefits of newspapers to schools in its publication called NIE: Getting Started-A Guide for Newspaper in Education Programs:

- *Sharpens students' thinking skills.*
- *Increases students' interest and motivation by providing study materials relevant to their lives.*
- *Prepares students for active citizenship in their democracy*
- *Heightens teachers' interest in new teaching techniques.*
- *Involves the school in the lives of the communities they serve.*
- *Improves relationships with student' families.*
- *Responds to the needs of local businesses as future employers.*

With history lessons, it was aimed to give the students the awareness of the society, country and the world they live in. In addition, they were expected to develop a historical consciousness that could interpret what is happening today and create perspectives for the future (MEB, 2018: 12). Newspapers, which function as a "book that is renewed every day", can also be used for the development of students' historical consciousness (MEB, 2008: 1). Historical consciousness is the individual's socialization and realize of history with the effect of his own life experience. Historical consciousness helps people to adapt to time-dependent changes in themselves and the world in which they live. People with this consciousness can critically evaluate the information about history. In this way, people develop the ability to distinguish between true and false while analyzing historical texts (MEB, 2019: 19). By studying newspapers, students get the chance to see the value judgments of people who lived in the past, how they looked at events and the world, and what they felt, which improves their ability to understand the past. Newspapers provide important data for the history, which is the memory of the society. Students can only learn practically how to evaluate these data and how they should be processed to reach the correct result.

Newspapers, which are widely used in language teaching, are also important tools in history teaching (Olivares, 1993: 2-3). The science of history, which tries to understand and explain what people have done in the past, also has used newspapers where many human activities can be followed. Newspapers, which are first-hand resources, are among the important resources for historical science. Newspapers can be easily adapted to the learning programs of the history course and can be used as history

material (Heitzmann, 1979: 19; Donmez & Tangulu, 2012: 350). Using newspapers in history lessons contributes students to develop a multi-perspective perspective (Street, 2002: 131-134). Thus, students can understand the accuracy of the information presented to them in different ways. In this respect, newspapers come to the fore as a functional tool in the teaching of history lessons. With newspaper research studies, students have the opportunity to access and compare important events that affect the day they live, as well as the subjects they learn in class. Thus, teaching at the school is supported by educational activities outside the school.

A student who has just started secondary education first learns the definition of the science of history in a history class. History is a social science that objectively deals with the events of people who lived in the past based on documents by showing place and time in cause and effect relationship. In addition, it learns that the science of history tries to discover the unknown in its own way and uses resources to reveal scientific knowledge, and that the resources are divided into primary and second-hand sources (MEB, 2019: 14-15). Although first-hand sources are very important in illuminating historical events, students should be told that these sources should be approached with a critical eye. In this respect, students should be taught well how to analyze the sources. In secondary education, it is desirable that students do not accept all the information they obtain in history lessons as correct, and reach the most logical result after criticizing it and comparing it with other sources. One of the best ways for students to gain this skill is to make them experience this process practically. Therefore, it is extremely important that newspapers are important sources that reflect their period as a primary source and that students learn how to make the most of these sources. Because although newspapers are a first-hand source for their time, they publish within the framework of their own publishing policies. In this respect, the student should be taught that primary sources may not always reflect the truth. When using newspapers as a resource, students need to undergo an applied and comparative education in order to be comprehended of this.

In order to use the newspapers in accordance with their purpose in history teaching, it is extremely important that the teachers guide the students. Muvaffak Uyanık (2007: 2) stated that when using the newspaper, which is a tool of knowledge for people at all levels, at school, all the details of its use should be known. In order to use the newspapers in accordance with their purpose in history teaching, it is extremely important that the teachers guide the students. For this, the work to be done should be planned well and the students should be informed. In order for the use of newspapers for educational purposes to be effective and permanent, teachers should make decisions about their activities with the group teachers and other lesson teachers. For this purpose, interdisciplinary activities can be designed by considering the content of more than one course (MEB, 2008: 2). The Ministry of National Education asked teachers to choose the materials they used in the lessons to be appropriate to the student level and pedagogical principles (MEB, 2018: 18). Teachers can benefit from newspapers considering their pedagogical and educational appropriateness. Therefore, the teacher should determine in advance which section of the newspaper to use, for which gain, with which method and technique (MEB, 2008: 2).

Purpose of the Study

Newspapers, despite being one of the best resources that can be followed the developments in Turkey, is not used enough as a teaching tool in education. The aim of this study is to show how newspapers are used as a teaching tool in history lessons and to reveal the thoughts of high school students about using newspapers as a teaching tool in education. In addition, it is to be able to reveal the students' views on newspaper research studies and to examine what kind of a connection they have established between the periods they examine through newspaper research and the present. Another purpose of the study is to give teachers an idea while using newspapers as a teaching tool in education.

METHOD

Research Model

In this study, a qualitative research approach has been adopted. Qualitative researches are studies in which qualitative data collection methods such as observation, interview and document analysis are used, and a qualitative process is followed to reveal perceptions and events in a realistic and holistic manner in the natural environment (Yıldırım & Simsek, 2013: 45). Descriptive analysis method was used in the research.

The Population and Sample of the Research

The target population of the study, 11th grade the students who study the History of Revolution and History of Kemalism constitute. The sample of the study is composed of 151 students, 71 boys and 80 girls, who are studying in the 11th grade in the second term of the 2016-2017 academic year at Fatih Gelenbevi Anatolian High School located in Fatih District of Istanbul. The scope of the research *Aksam*, *Cumhuriyet*, *Hurriyet*, *Milliyet*, *Sabah*, *Turkiye*, *Ulus* and *Zafer* are the newspapers.

Data Collection Tools

Before the study, in February 2017, a group meeting was held with the participation of History Teachers. In this meeting, how and in what way the work will be done was planned and a work schedule was created. In this context, it was decided to conduct newspaper research studies in the period of March-June. Within the scope of the study, the subjects to be researched by the students were determined; it was decided to take the visuals of the subjects to be researched and to present the research studies related to the subjects covered in the class. Throughout the study, it was decided to provide consultancy and academic support to

the students on all matters related to the study by the teachers. Within the scope of the research, issues related to history lessons published in *Aksam*, *Cumhuriyet*, *Hurriyet*, *Milliyet*, *Sabah*, *Turkiye*, *Ulus* and *Zafer* newspapers were examined. Information about the newspapers examined within the scope of the research is shared in Table 1.

Table 1. Newspapers Examined within the Scope of the Research Study

Newspaper's Name	Period	Month
Aksam	1930-1950	6 and 8
Cumhuriyet	1929-1980	4, 6, 8 and 12
Hurriyet	1960-1980	4 and 6
Milliyet	1951-1971	6 and 8
Sabah	1990-2000	4
Turkiye	1988-1998	4 and 6
Ulus	1950-1960	6 and 8
Zafer	1950-1960	6 and 8

The students have examined the newspapers published national in Turkey from 1929 until 2000. The majority of the students cannot read Ottoman Turkish. Therefore, newspapers published in the period after the adoption of Latin letters were examined. Newspapers have been examined in different periods of 4, 6, 8 and 12 months due to the increase in the number of pages of newspapers as we approach today. Thus, a fair distribution of the time that students will devote to research is aimed. Before starting the research studies, the students were informed about the scope of the research, the method to be followed in the research, the study schedule and the places where they could do research. In this context, students were provided with information about the Atatürk Library, Press Museum and Beyazıt State Library and online newspaper archives from which they can benefit from newspaper archives. The students were informed that the study will be carried out in March-June 2017, and what activities will be done in and out of school. In the study, students mostly benefited from Beyazıt State Library and Atatürk Library, where newspaper archives are located. Although newspapers such as *Cumhuriyet*, *Hurriyet* and *Milliyet* have online electronic archives, they were not preferred by students because they were paid. Although many newspapers have digitals in the National Library Newspaper Archive, according to the 26th and 27th articles of the Law No. 5846 on Intellectual and Artistic Works, the poses of the works that are published in 1950 and after are not accessible due to copyright (<https://dijital-kutuphane.mkutup.gov.tr/tr/periodicals/fulltextsearch/fulltextsearch>). Different issues of various newspapers can be accessed through Ankara University's Academic Archive System (<https://dspace.ankara.edu.tr/xmlui/handle/20.500.12575/60/browse>). At the beginning of 2020, Istanbul University presented the digital poses of the pre-1950 issues of many newspapers to the readers with the "Gazette to History Project" (<http://nek.istanbul.edu.tr:4444/ekos/GAZETE/index.php>).

Within the scope of the study, each student was given a separate homework for the research. Thus, the work done by all students was different from each other. As a data collection tool, an open-ended questionnaire developed by the researcher and consisting of five questions in total was used. The open-ended questionnaire was created using the Word program and the participants were made to fill in the questionnaire on the computer.

Data Analysis

An open-ended questionnaire consisting of five questions was taken from all students for the newspaper research study. This research is mainly based on these open-ended questionnaires in which students' opinions take place. The students submitted their answers to the questionnaire questions in Word documents, usually 1-3 pages. In addition, they presented images of the newspapers of the period and subject they examined. The analysis of the data was made using the descriptive analysis technique, and the numerical listing and comparison of the data were made.

The data collected in the research were analyzed with the help of the Excel program, and participants' views were revealed. Findings are presented in tables and graphs. The data were analyzed separately and then the results obtained were combined and presented. In addition, students' views were included. In terms of research ethics, the names of the students are given by coding. Male students are shown as SM, female students as SF.

FINDINGS

Students' Approaches at the Beginning of a Newspaper Research Study

The first sub-problem of the study was "What are the opinions of secondary school students towards newspaper research studies? expressed in the form. In the analysis of this sub-problem, the opinions of the participants who received an open-ended questionnaire were classified under 5 themes. These themes are indicated in Chart 1 in Table 2 and student views are given.

It was given as a second term research study within the scope of the History of Revolution and Kemalism course to 11th grade students in Fatih Gelenbevi Anatolian High School in the 2016-2017 academic year. The research study was conducted in the period of March-June 2017. At the beginning of the research study, the students' approach was as follows.

Table 2. Students' Approaches to Research at the Beginning of the Study

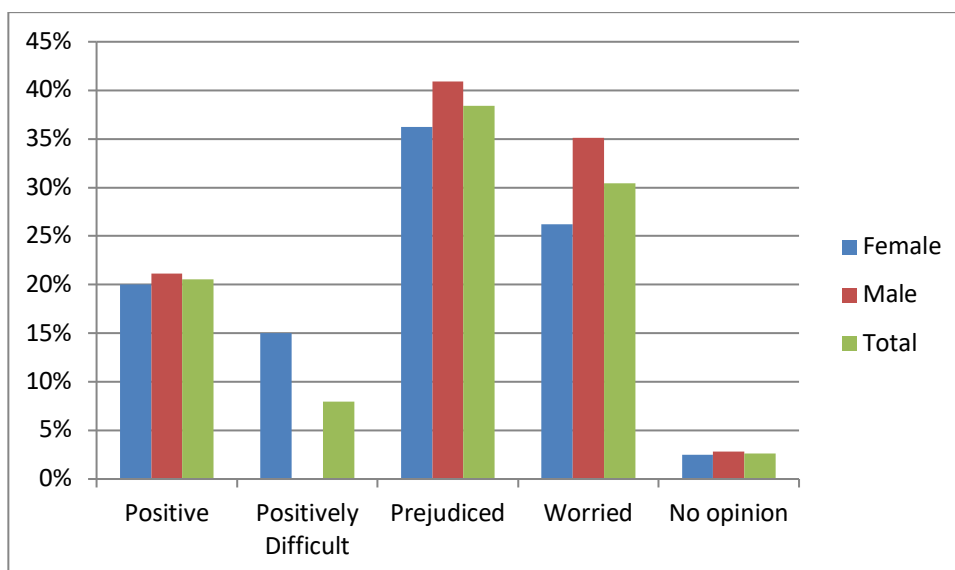
	Positive	Positively Difficult	Prejudiced	Worried	No opinion
Female	16	12	29	21	2
Male	15	-	29	25	2
Total	31	12	58	46	4

Considering the answers given by the students, at the beginning of the research study, 20% of the female students thought the research study as positive and 15% as a positive but difficult study. While 36.25% of the students approached the research study with bias, 26.25% expressed their concerns about the study and 2.50% said they had no idea. Thus, while 35% of the female students approached the research study positively, 62.5% had a negative approach. While 21.15% of the male students found the research study positive, 40.88% approached the study with bias and 35.13% of them were found to be worried about the study. 2.84% of the male students did not express an opinion. Overall, 21.15% of male students approached the research study positively, while 76.01% of male students approached negatively.

It was observed that female students approached the newspaper research study more positively than male students. Male students have approached the study with more prejudice than female students. In addition, it is observed that male students are more anxious than female students. The reasons for this difference can be stated as follows: In the period when the study was conducted, Gelibevi Anatolian High School was a school that accepted students with an exam. The baseline score of the school was 456,6007 in the 2014-2015 academic year when the students who participated in the study were placed in the school, and the academic success levels of the students placed in the school were close to each other. Therefore, the difference in the views of male and female students towards the research study is not thought to be due to the academic level of the students. The reason for the difference is generally due to the difference in learning styles between male and female students. In addition, considering the profile of the students participating in the study, it was observed that female students came to school more prepared than male students, worked more planned, took a more active role in lessons and were meticulous while doing their homework. As a matter of fact, differences were observed between the capacity of male and female students to make decisions and use social and mental strategies (Uster, 2008).

It is seen that 20.52% of all students who participated in the study at the beginning of the research study evaluated the study as positive and 7.95% as positively difficult. It is observed that 38.42% of the students approach the research study with prejudice, 30.46% have concerns and 2.65% have no idea. Therefore, 28.47% of all students approached the research study positively, while 68.88 had a negative approach. Approximately two out of every three students approached the research study negatively and started their research with these feelings.

Graphic 1. Students' Approaches to Research at the Beginning of the Study



Students who saw the research study positively stated that they liked the study; it made them happy, they thought it would be fun and easy, and that the content of the study attracted their attention. In addition, for the first time, they said that they will establish a fun connection with the past, it is a research that will improve themselves and it is useful because it will open their horizons. The student named S1(F) said, "When I read the paper containing the stages and rules of doing research, I thought that doing this work was enjoyable and very satisfying in terms of education. My first thought was very positive, as there was nothing I could take time to do if it wasn't presented to me as research, to dig through the newspapers of old times." S2(F) "When I first learned that a newspaper research study was given, I had a feeling of curiosity. I was impressed by the fact that it was different from the performance assignments normally given and that it was about researching old newspapers in the library. I wanted to start as soon as possible and see what the old newspapers were like." The student named S3(F) stated that the study attracted the attention of "an interesting result will come out." The opinions of other students who have a positive attitude towards the research study are as follows.

"When the research study was given, I thought it was actually a pleasant homework assignment. Because it was the first time I would connect with the past in such a beautiful way. Maybe my grandmother, maybe my grandfather who knows, maybe most people I admire (Zeki Muren, Cem Karaca) read these newspapers. These fine details always make me happy. That's why I loved this research when I first heard about it." S4(F)

"When I read the instruction containing the steps and rules of the research study, I thought it was enjoyable and very satisfying in terms of education my first thought was pretty positive. Because mixing the newspapers of the old times was not something I could spare time without this research." S5(F)

"Fulfilling these experiences or responsibilities in high school is a very useful event for us. I think we will encounter a lot of research studies like this during our university days, and experiencing this awareness early will really contribute to us. In particular, examining the news about "Education" is important in terms of finding an answer to the question "Did the people in our lands show the necessary interest in education in those years or did they not?" S6(M)

"When the research study was given, the idea of reviewing old newspapers made me happy. Thus, I thought that I could improve my ideas about the past life conditions and the political and social events of that period. I was happy that I could examine the studies on education. Thus, I could learn the developments by establishing a link between that period and today. In short, when I first learned how to work, it gave me pleasure to examine old period newspapers." S7(F)

"The first thing I felt when I heard about this homework was to wonder what happened with education before I was born. I wondered what the education system was like at the time, what were the students and educational institutions like. I couldn't help thinking whether the ever-changing education system had changed so often before I was born." S8(F)

"When the research study was given, I was very excited at first. Because it felt good to be able to review the newspapers of years ago. I thought it would be a thorough research and I was even more happy to hear that my favorite years, the 70s, were given to me." S9(F)

Students who approached the research study positively but thought it was difficult at the beginning stated that they thought the study was difficult, they were excited; they felt that it was hard work, and that they thought it was an interesting but difficult work.

"When I first heard about the research study, although it made me think it would take time, I thought it might be useful. We were going to read the newspaper reports of a distant year, and that meant a different perspective." S10(F)

"Although the subject of research work is heavy, it was intriguing for me that it was research oriented and related to the past. I thought that when the study was given, it would force me, but it would add many things in terms of both cultural, social and historical awareness." S11(F)

"In fact, it would be a lie to say that I was not excited when this work was given. Because I never had the opportunity to study old newspapers. However, at the very beginning I realized that this work was a really difficult task." S12(M)

"To be honest; I was excited to search the old newspapers, but I thought my dear teacher had found a good homework assignment that would make us tired and busy." S13(F)

The students who approached the research study with prejudice stated that working was unnecessary, it was a task given to them to be tormented, that it would not be useful for them, it was a long, tiring, absurd and boring work that required labor and stated that they found it strange. The student named S14(M) said, "When the research study was given, I thought of getting a transfer from the school because it was like a research that would take a long time rather than being difficult". When a student newspaper research study named S15(F) was given, my first thought was actually negative. Because I didn't think that spending so much time between exams and lessons would benefit me". Other students who approached the research study with prejudice expressed their opinions as follows.

"When I received the first information about the study, I honestly did not think that the process would be so fun and I would complete it without getting bored. I witnessed a prejudiced opinion mislead me." S16(F)

I thought, "When I first learned, homework is probably the most ridiculous task I had to take responsibility for so far." While commenting on the research with my friends, we agreed that it was a work that should not be given to 11th grade students." S17(F)

"As the whole school thought in the first days when I was given a research assignment, I did not think very positive things as it was a work that required a lot of work. I thought it was a study that would not be necessary especially for us science students. However, after I started doing the research, I realized that I was wrong in my thoughts." S18(M)

"When I learned about homework, I thought it would be fun and useful homework, but my prejudices outweighed." S19(M)

"When the assignment was given, I thought collecting news from newspapers, especially old newspapers, was utter nonsense, to be honest." S20(M)

"When this research study was given to us, I was a little biased. I thought it would be a waste of time to go to the library and examine the newspapers, and it would be more beneficial to give History question bank solving homework, at least it would take a big burden off us." S21(F)

"At first I thought it was difficult to work, that working would be useless for me and was a waste of time. I was thinking, how it would benefit me to read old newspapers." S22(M)

When the research study was given, the biggest worry of the students was the thought that this study was very difficult and would require a lot of effort. Students thought that they would not be able to complete their research work because they were busy. Some students who were surprised by the research study stated that they encountered such a task for the first time. So homework worried some students. Expressing his views on this issue, S23(F) said, "My thoughts were negative at first. Because I have never encountered such a study before. I had concerns about how to do the research." The student named S24(F) commented, "It seemed a bit difficult to me at first, since I am someone who does not like to read very much and almost never read the newspaper. Other students who were concerned expressed their views as follows.

"At the beginning it was that this homework required a lot of work and was unnecessary, but I was wrong on the unnecessary part." S25(M)

"When I was given homework, it felt a little intimidating. I thought it would take me a lot of time to scan all those months and find educational news from them. But on the other hand, I was interested to be reviewing a newspaper from the 80's." S26 (F)

"My first thought when given homework was that it would be very difficult to do this job. Because this research was going to take a long time." S27(M)

"When I heard that the research study was a newspaper review, I understood that it would broaden my horizons. I was sure it would interest me. The only thing that frightened me was that the study might not add anything to me." S28(F)

"At first I thought I was going to have a hard time because of the homework and even couldn't do it. After all, the newspapers of a whole year would be examined one by one. I found it a little difficult, to be honest, a little ridiculous. I thought the homework had nothing to integrate into me." S29(M)

“When I heard that I was going to examine all issues of the 1956 newspaper Zafer, I was a little worried at first. Because I knew how much effort and time I would spend while preparing this study.” S30(M)

“I was a bit surprised by the assignment because I had never heard of such a thing before. I also did not know that I could easily access old newspapers.” S31(M)

The Use of Newspapers in History Lessons and Students’ Approaches in the Finishing of the Newspaper Research Study

The second sub-problem of the study was “How were newspapers used in history lessons, how did students’ thoughts change after the newspaper research studies and how did they evaluate the research? expressed in the form. In the analysis of this sub-problem, the opinions of the participants who completed the open-ended questionnaire were classified under a total of 5 themes. These themes are indicated in graphic 2 and student views are included.

This research study was given in the second semester of the 2016-2017 academic year within the scope of the History of Revolution and Kemalism course in accordance with the topics of the course. As research topics, the World Economic Crisis of 1929, the 1961 Constitution, the September 6-7 Events, the Baghdad and Warsaw Pact, the Balkan Antanti, Cengiz Topel, the coups, the Democratic Party and the 1950 Elections, the Dumlupinar Disaster, developments in education, Hatay Problem, Second World War, Establishment of Israel, Johnson Letter, Cyprus Problem, Korean War, London Plane Crash, League of Nations, National Opposition Front, Montreux Straits Agreement, NATO, OECD, Saadabad Pact, Free Republic Party, elections, Surname Law and Ataturk, Turkey-Germany relations, Turkey-Britain relations, Turkey-Spain relations, Turkish-Greek relations, The Turkish Language Society, The Turkish Historical Society, University Reform, Uskudar Ferry Tragedy, many different topics such as are given. However, starting from the 11th grade, students enter the university exam preparation process. Therefore, students look negatively to research and performance studies that require extensive time. As a matter of fact, the most important criticism made by some students towards this research study is that this study was given in the second term of the 11th grade. They stated that it would be more beneficial if the research study was given in the 9th or 10th grade. Some students criticized the fact that this study was given in the second period of the 11th grade, when the preparations for the university exam started, as it took a lot of time, and some students considered working as a waste of time. After the extension of high schools from 3 years to 4 years, it has paved the way for students to enter the university preparation process, which they started intensively in the last year, now in high school 3. The fact that 11th grade students prefer university preparation rather than school lessons partially affects the 11th grade lessons and the 12th grade lessons largely negatively. University transfer school system in Turkey poses great pressure on students and teachers.

Considering the answers given by the students, 70 of the 80 female students, that is 87.5%, stated that they directly benefited from the study, while 5 students, that is 6.25%, stated that they partially benefited from the study at the end of the research study. Thus, the ratio of female students who think that working has benefited them at different levels is 93.75%. While 65 of 71 male students, that is 91.54%, stated that they benefited from working correctly, 3 students, that is 4.23%, stated that working indirectly helped them. Thus, the rate of male students who think that working has benefited them from different levels is 95.77%. 135 of 151 students, that is 89.40%, thought that working directly was beneficial for them, 8 students, that is 5.30%, thought that working was partially beneficial for them. 143 students, that is 94.70%, stated that working at different levels was beneficial for them. With the research study, it was observed that the students’ research skills improved, their study discipline increased, and they had extensive knowledge about the period they studied. The students shared their knowledge with other friends in the classroom and informed them. In addition, the discussion of some of the studied topics in the classroom showed them that there are different opinions about the same topic. The students learned that not every news published in the newspapers may not be correct, they should compare with different sources. For example, students who made research on “1957 General Elections” in the newspapers Cumhuriyet, Ulus and Zafer presented their research in the classroom. During this presentation, the students saw that these newspapers exhibit different approaches on the same subject. It has been determined that this difference in approach varies according to the political parties that newspapers are close to. Therefore, students who saw that there could be different approaches to the same subject understood that the resources should be used in comparison. Thus, the students had experience in approaching events with multiple perspectives.

This study, which increased the interest of some students in the History course, made a positive contribution to the empathy of the students. Students, who are knowledgeable about Turkish education system, Turkish politics and Turkish economy, have had the opportunity to compare the period they studied with the period they lived in. This situation helped students to know and understand better the society, country and the world they live in. In the observations made in the classroom, it was seen that the study gave a wide perspective to many students. Students, who came more prepared for the lessons thanks to their research,

contributed to the history lessons and helped the lessons to be more efficient. This situation also increased the active participation of the students in the lesson. Stating that the study contributed to them from different angles, the students made the following comments.

"While I was doing my research, I felt like I was a university student preparing a thesis or a journalist doing research. This made me happy. I also noticed that I actually had fun while doing the work. The study made me feel the feelings of a researcher and the pleasure of pursuing science." S32(M)

"After completing my work, I was relieved to feel the burden removed from me. I also had the sadness of having come to the end of a short and fun activity." S33(M)

"It was really different from other research studies given. The reason I described it as different was that, like other studies, there was no study that I could access and do research at home... I had not done such comprehensive research in my education life. I think I have gained this awareness thanks to this work." S34(M)

"I think this study has provided me many benefits. Because after reviewing the news about education of that period, I learned about the education system of that period and many other subjects." S35(M)

"After completing my work, I realized that the time I devoted to this research was a long time. However, I would like to state that no matter how much time I have spent, the knowledge and experience I have acquired are worth it." S36(F)

"While doing my research, I both enjoyed it and had a hard time. It can be said that I experienced two conflicting situations at the same time. When I went to do my research, I did not know anything... This was very useful for me, I gained experience." S37(F)

"First of all, you were always telling us to research and read... I will start my research. Although it may seem absurd at first, I think this work contributed a lot to me." S38(F)

"First of all, my interest in the past increased. I understood the importance of newspapers. Because years from now, there will be newspapers that will present today's information to us day by day. In addition, while examining the newspaper, touching the pages of years ago and breathing that old texture created different feelings. Actually, I realized it was a very important work." S39(F)

"I think the study was very useful. I think the study contributed something to me and contributed to my general cultural knowledge ... I also liked that there was no exam at the end of the study. Because what we do for ourselves that interests us ceases to be academic knowledge, stays in our minds and naturally benefits us more; not to be tested, curiosity opens the doors of the human brain." S40(F)

"The research was a really demanding and extraordinary work, but I use the adjective extraordinary, not in the sense of something that is unusual, just because it is a work I have not done this way until now. I was thinking negatively about the study at first. However, after finishing the research to witness another period of Turkey, mentality and to have an idea about the problems I liked. Because when doing research, we usually use the internet instead of looking at books. However, doing research in the real sense, putting these into files and being away from social media was the right work to be given in today's youth." S41(F)

"I must sincerely point out that this work has given me a habit. It is nice to experience a job that I had never thought of before. I can say that I will try to make this newspaper review, which I think is extremely enjoyable, continuous in the upcoming period. For example, I think it would be very accurate to examine the events we heard about in the recent past in the newspaper to examine them under the conditions of that period, and I already have many events in my mind that I want to go and investigate." S42(M)

"After I finished my research, I felt like I lived that year. I felt that I had all the information about that year. Thanks to this research, I learned a little bit about our past. I had the chance to compare our past with our present." S43(M)

"I realized that one of the things that best reflected a period was the newspaper. A whole year has an effect even on our present. I think that knowing our past will influence us in the decisions we make... you have made everyone who has done this work look back when making a decision. This is one of the best things we have learned." S44(M)

"After I finished this research, I realized that newspapers have a treasure trove in preserving history... The study has benefited me a lot. Basically, I knew a little about the ideologies, mentality and lifestyle of the people of that time. For this homework, it can also be called time travel." S45(M)

"After completing my work, I realized that I actually liked this research... Of course, I think this study has benefited me. The reason it is beneficial to me is that I learned about the cultural, social and economic conditions of the period I was studying, and this research improved my general culture at high rates." S46(M)

"I really enjoyed doing this research, I always found myself navigating through the dusty pages of history... I can confidently say that working has benefited me. Because while doing this research, you inevitably change your perspective because those pages inevitably attract you towards you. Naturally, you also get carried away." S47(M)

Most of the students who initially approached the study with prejudice stated that their views changed greatly after they completed their study.

"Despite my prejudices that made me think the homework would be boring, I realized that it wasn't as boring as I thought. I can say that this assignment is important enough to be a turning point in the lives of a few people, including myself." S48(M)

"I started this work with prejudice, although I didn't like it at first. However, I found the study very useful because it gave me the ability to understand the people who are the subject of the news written on the pages that smell of history and to put myself in their shoes." S49(F)

"During the process of doing the research, there was no trace of my previous thoughts. I had a pleasant time ... It was an extraordinary study as we usually collect information using the internet environment. Thanks to all this, I can say that I learned a lot from this research." S50(F)

"After I finished the research, my initial negative thoughts changed. In fact, I have realized that although this study provides benefits. Thanks to this research, I learned about the politics and education structure of previous periods." S51(F)

"This research given to me has been more useful than I expected. Of course, there were challenging parts. But I got a lot of information. That's what matters to me. I learned the political features, social structure, cultural and scientific structure and even linguistic structure of that year. It was very interesting to see what happened in history with vivid pictures and reading." S52(F)

"After completing my research, my negative thoughts have completely changed. I think the study has contributed a lot to me and has been very useful. It allowed me to compare the present with the old time and learn about the old time." S53(F)

"After completing my research, I realized that my initial fear and prejudice were unfounded. I realized how pleasant and beautiful it was to study an ancient history and to have a little knowledge about what happened at that time. I think this research has been useful to me. Because, thanks to this study, I realized that it is more correct to research, examine and have information... I overcame my laziness a little during this process." S54(F)

"When I finished my research, I realized that this research, which I thought would be difficult at first, actually added a lot to me. I learned intensive information about a period. In general, I finished my research by experiencing the pleasure of learning with my own effort while hearing this news from others." S55(F)

"I overcame many of my prejudices with this research. One fact that I don't want to talk about too much because I am afraid to repeat myself is that I am grateful that the research gave me a broad perspective. This research has created a link between generations. My last word is that I realize how much my meeting with the past will affect my future, and this research is a tiny revolution for many students' world of ideas." S56(F)

"After I finished my research, I realized that I was wrong in my initial thoughts. Because this research, which I initially deemed useless, provided me with a lot of background information, and this proved that the research was useful. I was thinking we were going to waste time in vain, but I liked and enjoyed doing such research instead of sitting idly at home." S57(F)

“First of all, I have to state that I regret that I initially thought of this research as a tedious and boring research. While doing my research, I liked examining the pages of the newspaper one by one. Although this research seems to be only like examining the news of the given period, one good thing that this research reminds me is the happiness of the effort made to research and find information. Another thing I noticed after finishing this research is that we actually try hard at all even though we have so many opportunities to learn about our past. I don’t think any high school students go to the library and examine the newspaper archives except for homework.” S58(M)

“When I finish my research, I understand that this research has contributed a lot to me. Also at that time, I learned about people’s ideas and mentality.” S59(M)

“The research was difficult at first, but after completing my research, I realized what a fun and different assignment it actually was. Doing this research has made me look at the past, my country, libraries and research from a different perspective. I think the greatest benefit of the research was that it provided a basis for the research we would do during university time.” S60(M)

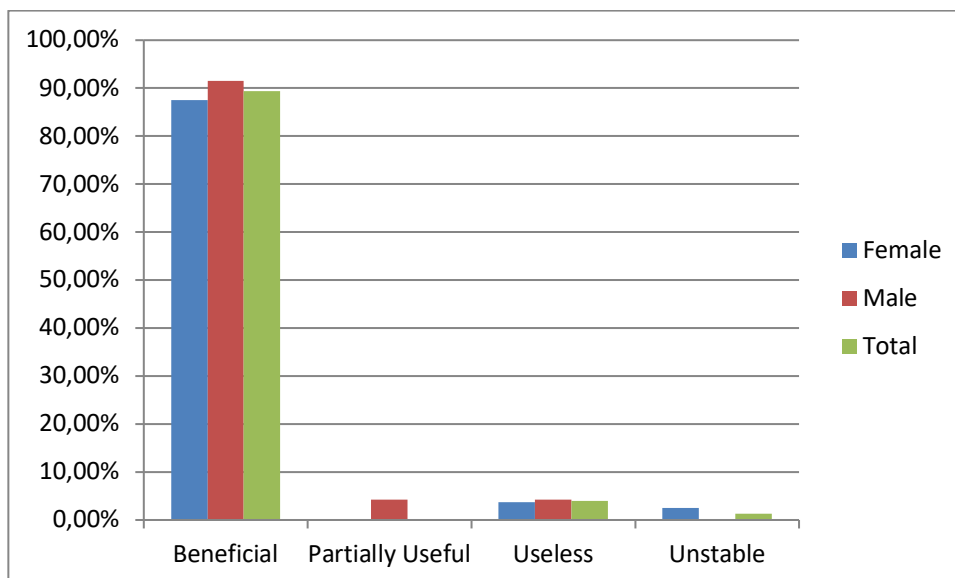
The number of female students who said that the homework does not provide any benefit is 3, and the rate is 3.75%. The number of female students who are hesitant about benefiting from their homework is 2, and their rate is 2.5%. The number of male students who said that the homework did not benefit in any way was 3, and their rate was 4.23%. In the general total, the number of students who thought that homework was not beneficial in any way was 6, and the ratio was 3.98%. The number of students who are hesitant about benefiting from the homework is 2, and the ratio is 1.32%. The opinions of the students who did not find the research study useful about the study are as follows.

“When I finished, I took a deep breath. Because it didn’t help me. I think it would have been more useful if I had solved the question bank instead.” S61(M)

“This research obviously bore me a little bit and I was stressed. When I started the research it felt like it would never end, but it was over. This research would have been more useful if it had actually been given in the past years. Because the 11th grade is a tough class. We also have a lot of homework. It’s hard to take it all together. But if this research was given in the 9th or 10th grade, these classes would be more comfortable, so they could be researched in more detail. However, this research is over, despite all its difficulties. And I think it was an interesting experience. It was strange to touch those old pages, to read the events that had happened. It happened when I was reading when I said “wow was this at that time?” At least this research has given me experience.” S62(F)

“When I completed my research, my thought was; a correct study given at the wrong time. When my research was finished, I realized that if this research was given in the 9th or 10th grade, we could have benefited more and more in a fun way. Because the 11th grade is a more complicated year than the 9th and 10th grades... We had many ideas about the period we were examining, but as I said, it was given at the wrong time.” S63(M)

Graph 2. Students’ Views on the Research Study



At the beginning of the study, 35% of the female students approached the research positively, 62.5% negatively, while 2.5% did not express an opinion. At the end of the study, it is seen that the views of the female students have changed significantly. While the rate of female students who approached the research positively at the beginning was 35%, this rate increased to 93.75% at the end of the study, and the rate of female students who approached the research negatively decreased from 62.5% to 3.75%. The ratio of students who were undecided about the subject remained the same. At the beginning of the study, 21.15% of the male students approached the research positively, 76.01% negatively, while 2.84% did not express their opinion. At the end of the study, it is seen that the views of male students have changed greatly. While the rate of male students who approached the research positively at the beginning was 21.15%, this rate increased to 95.77% at the end of the study, and the rate of male students who approached the research negatively decreased from 76.01% to 4.23%. The opinions of the students who were initially undecided about the subject did not change.

At the beginning of the study, 28.47% of the students approached the research positively, 68.88% negatively, while 2.65% did not express their opinion. At the end of the study, it is seen that students' views have changed greatly. The rate of students who approached the research positively increased from 28.47% to 94.70%, and the rate of students who approached the research negatively decreased from 76.01% to 3.98%. The rate of students who are undecided about the subject is 1.32%. It is observed that initially negative student thinking towards research has changed greatly. At the beginning, while male students approached the research more negatively than female students, at the end of the study, it is seen that the thoughts of male students changed more positively than female students.

CONCLUSION

Students' positive attitude towards newspaper research study as a result of the research, their discussion of the information they gained in the classroom and the use of newspapers in these discussions show that newspapers can be used as an effective tool and material in history lessons. Teachers can gain easily, cheaply, effectively and practically the achievements that students want to gain in history lessons through newspapers. In order for newspapers to be used appropriately, first of all, the teacher and the historical group should determine the framework of the research and prepare an appropriate plan. The facilities of the school and the environment should be determined well and the readiness level of the students should be taken into consideration. The content of the research should be explained to the students' well, according to which criteria the research will be conducted. In addition to these, the work schedule is a very important factor in the success of the research study. As can be seen in this study, it is observed that most of the students are surprised, worried and biased towards the newspaper research homework they have not done before. It is very important that the teacher responds to the feedback from the students in a healthy, detailed and patient manner and encourages the students for research. As a matter of fact, as seen in this study, it was observed that the negative views and opinions of the students about the research changed in a short time. Especially secondary school students' research and direct use of primary sources will contribute to them. Students' efforts to understand the period they are researching and comparison with the period they live in will improve them. Sharing their experiences in the classroom will help them better understand and perceive the world they live in.

Despite researching a certain topic, the students also looked at other topics while they were examining the newspapers. Thus, they had the chance to see the panorama of the period they researched. Almost all of the students stated that the newspaper research study contributed something to them. Considering that some students breathe the air of a newspaper archive for the first time, it can be said that newspaper research studies are not just a research study; they leave a positive mark on their lives.

With the homework, the students learned how to use newspapers as a resource. In this way, students have many issues that are described as limited in their required course curriculum and have acquired in-depth examination chances. Students who participated in the survey, have had the opportunity to see the developments in Turkey and the world in the 20th century. This opportunity contributed to their acquisition of historical awareness. As a matter of fact, most of the students participating in the study stated that they acquired different perspectives, enjoyed doing research, became more socialized and their self-confidence increased. All this shows that newspapers can be used as an effective tool in teaching history lessons and will help students build a solid link between yesterday, today and the future by adding a lot to what they learned in the course.

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ANNEX

Open Ended Survey Questions Applied to Students

- What was your first thought about the study when the research study was given?
- Where did you do your research? What was the behavior of the employees towards you? Did they help you?
- What are your thoughts about the period you are examining?
- Were there any interesting news in the period you were examining? If so, what was the interesting aspect of the news to you?
- What were your thoughts on the study after completing your study? Did / didn't the study benefit you? Why is that?