



## Examining Geographical Elements Through Documentary: Example of the Anısına Documentary

Tutku Melis ÖZŞAN<sup>1</sup>

<sup>2</sup>Ayşegül TURAL

### Abstract

Geography and social studies courses are studied in relation to the interaction between people and place, and alternative techniques that employ visual, auditory elements, and technological processes are supported. The search for alternative resources to foster and sustain contribution to sustainable, high-quality education process has recently intensified in social studies course. In this context, documentaries are among the prominent productions studied in geography topics of social studies. In teaching of geographical elements through documentaries in social studies courses in terms of the relevant field literature can encourage. The main aim of this research is to examine geographical elements through documentaries in social studies courses. The documentary series, "Anısına" which consists of 17 episodes and focuses on different artists in each episode, is a music-themed documentary series that stands out in the study. In each episode of the related documentary series, the life story and works of the artist featured in that episode are shared with interested viewers and researchers. A qualitative research method was used in the research process, in accordance with the nature of the study was conducted in a case study pattern. In the data collection process of the research, the documentary series was examined in detail through document analysis, and in the data analysis section, main and sub-themes related to the subject were created based on the data obtained from each episode through content analysis. According to the results of the study, to examine geographical elements through documentaries in social studies courses 9 basic geographical elements were determined as the main theme. The most recurring theme was 'calendar chronology,' while the least recurring geographical element was the theme of 'geographical events.' Based on the study's results, it is thought that using alternative teaching tools such as documentaries (e. g. Anısına Documentary) in the social studies course teaching process of geographical elements can motivate and stimulate the students' interest in the course.

**Keywords:** Documentary, Geographical Element, Human, Cultural Geography, Place.

Özşan, T. M. & Tural, A. (2023). Examining Geographical Elements Through Documentary: Example of the Anısına Documentary . Journal of the Human and Social Science Researches , 12 (2) , 1226-1243 .  
<https://doi.org/10.15869/itobiad.1282903>

Date of Submission	14.04.2023
Date of Acceptance	30.06.2023
Date of Publication	30.06.2023
*This is an open access article under the CC BY-NC license.	

<sup>1</sup>Master student, Bartın University, Graduate School, Social Studies Education Department, Bartın, Turkey, ozsantutku@gmail.com, ORCID: 0000-0003-2874-7766

<sup>2</sup>Assoc. Prof. Bartın University, Faculty of Education, Social Studies Education Department, Bartın, Turkey, atural@bartin.edu.tr, ORCID: 0000-0003-2009-7543



## Coğrafi Unsurların Belgesel Yoluyla İncelenmesi: Anısına Belgeseli Örneği

<sup>1</sup> Tutku Melis ÖZŞAN

<sup>2</sup>Ayşegül TURAL

### Öz

Coğrafya ve sosyal bilgiler dersleri insan ve mekânın etkileşimine dikkat çeken yapıları ile ilişkisel olarak incelenirken görsel, işitsel öğelerin, teknolojik süreçlerin işe koşulduğu farklı ve alternatif yöntem tekniklerden yararlanılmasını desteklemektedir. Son dönemde nitelikli ve sürdürülebilir eğitim anlayışı ile sosyal bilgiler dersinde yararlanılan alternatif öğretim materyallerinin çeşitlendirilmesi hedeflenmektedir. Bu bağlamda belgeseller de sosyal bilgilerin coğrafya konuları çalışılırken öne çıkan yapımlar arasındadır. Sosyal bilgiler dersinde coğrafi konuların öğretiminde belgesel kullanımına ilişkin çalışmaların desteklenmesi ve alan literatüründe yer alması teşvik edilmektedir. Bu araştırmanın temel amacı sosyal bilgiler dersinde coğrafi unsurların belgesel yoluyla incelenmesidir. Çalışma kapsamında incelemeye alınan 'Anısına' belgeseli 17 bölümden oluşan ve her bölümde farklı bir sanatçıyı ele alan, müzik konulu bir belgesel serisi olarak dikkat çekmektedir. İlgili belgesel serisinde her bir bölümde o bölüme konu edilen sanatçının hem hayat hikâyesi hem de çalışmaları konuya ilgi duyan izleyici ve araştırmacılar ile paylaşılmaktadır. Araştırma süresince nitel araştırma yönteminden yararlanılırken, çalışmanın yapısına uygun olarak durum çalışması deseninde çalışılmıştır. Araştırmanın veri toplama sürecinde doküman incelemesi ile belgesel serisi detaylı şekilde incelenmiş olup, verilerin analizi kısmında ise içerik analizi ile her bir bölümden elde edilen veriler ışığında, konuyla ilgili ana ve alt temalar oluşturulmuştur. Sosyal bilgiler dersinde coğrafi unsurların belgesel yoluyla ele alındığı çalışmanın sonuçlarına göre 9 temel coğrafi unsur ana tema olarak belirlenmiştir. En sık tekrar eden tema 'takvim kronoloji' olurken, en az tekrar eden coğrafi unsur ise 'coğrafi olaylar' temasıdır. Çalışmanın sonuçlarından yola çıkılarak, sosyal bilgilerde coğrafi unsurların öğretimi sürecinde, belgeseller gibi (Örn. Anısına Belgeseli) alternatif öğretim araçlarından yararlanmanın derslere ilgilgi teşvik edici olabileceği düşünülmektedir.

**Anahtar Kelimeler:** Belgesel, Coğrafi Unsur, İnsan, Kültürel Coğrafya, Mekân.

Özşan, T. M. & Tural, A. (2023). Coğrafi Unsurların Belgesel Yoluyla İncelenmesi: Anısına Belgeseli Örneği . İnsan ve Toplum Bilimleri Araştırmaları Dergisi , 12 (2) , 1226-1243 . <https://doi.org/10.15869/itobiad.1282903>

Geliş Tarihi	14.04.2023
Kabul Tarihi	30.06.2023
Yayın Tarihi	30.06.2023
*Bu CC BY-NC lisansı altında açık erişimli bir makaledir.	

<sup>1</sup> Yüksek Lisans Öğrencisi, Bartın Üniversitesi, Lisansüstü Eğitim Enstitüsü, Sosyal Bilgiler Eğitimi Bilim Dalı, Bartın, Türkiye, ozsantutku@gmail.com, ORCID: 0000-0003-2874-7766

<sup>2</sup>Doç. Dr., Bartın Üniversitesi, Eğitim Fakültesi, Sosyal Bilgiler Eğitimi ABD., Bartın, Türkiye, atural@bartin.edu.tr, ORCID: 0000-0003-2009-7543

## Introduction / Giriş

Geography is a field of study that examines the interaction between humans and space/geographical environment (Meadows, 2020, p. 89) from the past to the present through the transmission of culture (Üçışık & Demirci, 2002, p. 123; Öner & Memişoğlu, 2018, p. 194; Karnübüyük, 2019, p. 168; Bozkoyun, 2022, p. 280). Within the geographical subject area, the relationship between human-space interaction is emphasized in the context of prominent natural and human elements (Koç, Önal & Ergün, 2016, p. 100). Humans, who have a central position in the interaction process with space, contribute meaning to the space/geography in which they are located (Bilgili, 2016, p. 126; Kaçmaz & Kaçmaz, 2017, p. 2). People living in a same geography share a common culture (Gülüm, 2009, p. 53; Bozyurt & Koca, 2011, p. 90). When the interaction between people living in the same geography with a shared culture and space is examined, it is seen that the concepts of human and space directly affect each other and cannot be considered separately (Fouberg, Murphy & Blij, 2015, p. 9; Israel, 2015, p. 181; Balcı, 2018, p. 41). In the process of this relationship, when it comes to making sense of space, each individual assigns meaning to the geography/space they are in and interact with contains differences (Efe, 2002, p. 32; Durmuş & Baş, 2016, p. 77). When examining humans in the context of environmental factors, the concept of space also attracts attention in terms of geographical effects and elements (Kapan & Kuşcu, 2021, p. 146). Space is important in revealing the geographical effects and elements inherent in human nature (Önal, Çalışkan & Pamukoğlu, 2017, p. 2). In his work, Seyahatname, which is identified with himself, Evliya Çelebi addresses the interaction between humans and space, focusing on the connection between the natural and artificial geographical elements contained in space and human life (Atsız, 2011). According to Yaşar & Örgen Yaşar, when geographical elements come to mind in human-space communication, physical, human geography elements are referred to (2007, p. 96).

Cultural geography, one of the sub-branches within the broad field of geography, stands out with its structure containing both natural and human elements (Koday & Yılmaz, 2017, p. 2). In the geographical environment where people sustain their lives, various information can be accessed about the traces of social life influenced by geographical space, from the cultural identity and memory of societies in which people develop a sense of belonging in a cultural context to their cultural differences (Crang, 1998, p. 5; İbret, 2003, p. 53; Şahin, 2019; p. 175; Özalp & Güngör, 2022, p. 29). Cultural geography, which draws attention to the cultural interaction process between humans and space, is a field of study addressed in teaching geographical topics today with its comprehensive structure (Altunal & Tosun, 2022, p. 49; Ulutürk & Aydın, 2022, p. 9). While examining human-space interaction in the context of geographical elements, the relationship between culture elements related to humans and space and music is also considered for cultural renewal (Krimms, 2007, p. 26). The relationship between music and geography, in terms of containing geographical elements, finds its place under the umbrella of 'music geography' as a sub-branch of cultural geography (Johansson & Bell, 2009, p. 2; Mellander, Florida, Rentfrow & Potter, 2018, p. 593; Yurt, 2019, p. 12; Kaçmaz, 2021, p. 491).

In human-space interaction, aspects considered within the scope of geographical elements as part of cultural geography are addressed in various fields of study with their interdisciplinary structure and real-life connections. In this context, studies related

to geographical elements are encountered in courses prioritizing teaching geographical subjects, especially geography and social studies courses (Unwin, 2013, p. 3; Durmuş & Baş, 2016, p. 78). The social studies course, focusing on the 'human' (Akkuş & Meydan, 2013, p. 15), includes geographical elements in teaching geography topics due to its multidimensional structure and cultural diversity (Arslan, 2014, p. 43). In social studies courses, it draws attention to the association of human-space interaction with social life in terms of interdisciplinary structure (Çengelci, 2013, p. 220; Sözcü, Oğuz & Aydınöz, 2016, p. 160). Within the framework of relevant courses, in line with today's individual-centered education approach, addressing multiple abilities, and in accordance with the principle of economy (Aladağ & Karaman, 2018, p. 366), there is an increasing orientation towards different tools and materials using alternative approaches that contain visual-auditory elements (Alı & Baştürk, 2022, p. 257) and different methods (Köse Biber & Kubaş, 2017, p. 166; Yüksel, 2019, p. 10). By diversifying methods and techniques in the education-teaching process (Türker & Arslan, 2008, p. 24), geographical elements are studied with teaching tools and materials that create different and new alternatives.

In recent times, documentaries have gained attention as an alternative teaching tool that enriches the teaching process and supports knowledge accumulation, both in the field of cultural geography and in fundamental courses such as geography and social studies. Documentaries are works that serve the purpose when associated with the chosen topic, reflecting the realities of society, and having artistic, literary, and didactic aspects (Aladağ & Karaman, 2018, p. 363). With the help of documentaries, which stand out in the context of utilizing technological elements in educational environments, not only is a source of information provided about the selected topic, but the content creation process is also developing (Uçar & Karakuş, 2017, p. 993). Documentaries can be used for educational purposes as they convey societal situations in an informative and engaging language, draw attention to historical processes, and present the geography in question, thus supporting the transition from concrete to abstract with an informative role (Tağ Kalafatoğlu, 2019, p. 392). The presentation of the messages intended to be conveyed through documentaries, with a rich content based on information and examples, supports the process related to the geographical elements to be imparted to the target audience. In this context, documentaries are utilized in educational environments such as geography and social studies courses.

### **Aim of Research**

Documentaries focus on human-space interaction. In recent periods, "Anısına" documentary has stand out human-space interaction and in its content of geographical elements. In the "Anısına" documentary, it is thought to be important to consider geographical elements reflecting the human-space interaction in the form of natural and human geographical elements, as this reflects the scope of the study. It is believed that examining documentaries, which have a significant place in today's popular culture, in terms of their geographical elements will contribute to the relevant field literature.

This study aims to examine the geographical elements through documentaries in line with the interaction between humans and space. For this purpose, the geographical elements in the documentary "Anısına" which was broadcast on the TRT Music Platform, are discussed. Within the scope of the study:

1. The question "What is the distribution of geographical elements in the "Anisina" documentary?" is investigated during the study process.

## Method

In this study, which aims to examine the geographical elements through documentaries, the qualitative research method has been employed with a case study design. During the process of examining the "Anisina" documentary as a document, 17 episodes of the documentary were analyzed within the case study design, and the geographical elements within the episodes were identified. In this context, no Ethical Approval was required for this study. Qualitative research methods involve a process that integrates the structure of the research and researchers during the research process, focusing on the nature of the research method, analysis process, and output (Snape & Spencer, 2003, p. 6). Case studies are defined as studies used to select and define a suitable method for a study, to select and define an appropriate case, and to strengthen and analyze the evidence during the research process (Yin, 2009, p. 254). The "Anisina" documentary was used as a document within the scope of the study. The "Anisina" documentary, examined within the scope of the study, is a music-themed documentary series consisting of 17 episodes, each focusing on a different artist. In the related documentary series, both the life story and the works of the artist featured in each episode are shared with interested viewers and researchers. While examining the documentary series, all 17 episodes were thoroughly analyzed within the content analysis, and in the context of geography topics, main themes such as 'geographical shapes, geographical spaces, geographical events, human elements, calendar/chronology, settlements, weather events, space/solar system, and phytogeography' were established. After forming the main themes, sub-themes were also created, and tables were prepared. The obtained data were presented in tables, and examples of quotes from the documentary excerpts were shared according to the relevant themes.

## Data Collection and Analysis

In the data collection process of the research, the "Anisina" documentary series consisting of 17 episodes was examined through document analysis. Document analysis is a technique frequently used in the situation detection stages of research processes related to specific topics in descriptive (defining) research (Miles & Huberman, 1994). In this context, in qualitative research, there is no guidance in the data collection part, and continuity of the process is considered essential (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz & Demirel, 2022, p. 258). While data collection process, main themes such as 'geographical shapes, geographical spaces, geographical events, human elements, calendar/chronology, settlements, weather events, space/solar system, and phytogeography' were established. Within the scope of the themes developed all geographical elements in the documentary were listed by relating them. Content analysis was used to analyse the data in the study. In the "Anisina" documentary, each episode features folk songs associated with the related artist. In the analysis process of the study, all raw data collected from the documentary through content analysis were analyzed under various themes.

In the context of the validity and reliability dimensions of the study, two random examples from the data obtained within the scope of the "Anisina" documentary were presented to expert opinion, indicating the episode, minute, and theme they were in

and whether they were appropriate or not. The access link to the documentary series was also shared with the experts at this stage. For the statistical calculation of the examination to be performed, the researchers created a researcher's expert review control form and shared with two field experts. In the calculation of the scoring reliability between expert opinions regarding the analyses made by the researchers, the formula (Agreement/ Agreement + Disagreement) created by Miles & Huberman (1994) was used. As a result of the feedback from the field experts, the statistical calculation revealed that the inter-expert agreement consistency coefficient was 0.79, which was considered consistent and supportive of the study process.

## Findings

In this part of the study, the findings obtained from the documentary “Anısına” regarding geographical elements are included.

The findings obtained from the geographical elements themed ‘geographical shapes’ in the folk songs in the “Anısına” documentary are given in Table 1.

*Table 1.* Geographical elements with the theme of ‘geographical shapes’ in folk songs in the “Anısına” documentary

Theme	Geographical Element	Episode	mins/secs	Frequency
Geographical Shapes	Mountain	1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 14, 17	06.24, 10.51, 03.20, 07.04, 07.23, 02.29, 13.52, 15.39, 09.25, 15.59, 12.08, 02.33	12
	Plateau	1, 2, 10, 17	09.25, 14.40, 10.21, 02.21	4
	Plain	3	03:19	1
	Sea	7, 8, 9, 14	11.33, 15.51, 03.22, 08.33	4
	Wave	9	04.04	1
	Hill	9/13	15.40, 05.14	2
	Steppes	4-11	01.19, 09.05	2
<b>Total</b>	<b>7</b>			<b>26</b>

When Table 1 is examined, it is seen that there are geographical elements with the theme of 'geographical shapes' in the folk songs in the documentary titled “Anısına”. In the table, where a total of 7 geographical elements are included, the most frequently repeated geographical element is 'mountain' (12). The least repeated geographical elements in the table are 'plain' and 'wave' (1) geographical shapes. In addition, it is understood that different geographical elements are also included in the documentary. Therefore, it is considered that the documentary stands out in terms of geographical elements in the subject of geographical shapes. The findings obtained from the geographical elements with the theme of 'geographical places' in the folk songs in the documentary titled “Anısına” are presented in Table 2.

*Table 2.* Geographical elements with the theme of ‘geographical places’ in folk songs in the “Anısına” documentary

Theme	Geographical Element	Episodes	mins/secs	Frequency
Geographical	Anatolia	8, 14, 17	18.14, 11.59, 01.31	3

Spaces	Homeland	10:14	13.08, 12.18	2
	Country	1:14	15.36, 11.45	2
	World	1	04:22	1
	Street	7	13.17	1
	Avenue	9	03:43	1
	Nature	[3,9]	02.12, 04.57	2
	Pole	11	07:35	1
	Desert	3	03:22	1
	Persian	4	10:46	1
	District	13	05:51	1
	Land	17	02:29	1
	Soil	2, 3, 4, 9, 14, 17	04.06, 01.25, 04.16, 03.20, 08.26, 01.22	6
<b>Total</b>	<b>13</b>		<b>23</b>	

Table 2 includes the geographical elements with the theme of 'geographical places' in the folk songs in the documentary titled "Anisina". In the table, where a total of 13 geographical elements are included, the most frequently repeated geographical element is 'soil' (6). The least repeated geographical elements in the table are 'world', 'street', 'avenue', 'pole', 'desert', 'foreign', 'district', 'land' (1) geographical elements. It is understood that different geographical places are included in the documentary, and it can be used as an example in the teaching process within the relevant subject. The findings obtained from the geographical elements with the theme of 'geographical events' in the folk songs in the documentary titled "Anisina" are presented in Table 3.

*Table 3.* Geographical elements with the theme of 'geographical places' in folk songs in the "Anisina" documentary

Theme	Geographical Element	Episodes	mins/secs	Frequency
Geographical Events	Earthquake	12	19.32	1
	Flood	2, 5, 9, 15	03.11, 07.34, 07.02, 11.09	4
	Climate	8/11	01.38, 03.30	2
	Fire	15	09:10	1
<b>Total</b>	<b>4</b>			<b>8</b>

When Table 3 is examined, the geographical elements with the theme of geographical events in the folk songs in the documentary titled "Anisina" are seen. In the table, where 4 geographical elements are included, the most frequently repeated geographical element is 'flood' (4). The least repeated geographical elements in the table are 'earthquake' and 'fire' (1) geographical shapes. Based on the table, it is understood that example data are included in the documentary within the scope of the subject of geographical events, which is an area that maintains its relevance in social studies and geography lessons. The findings obtained from the geographical elements with the theme of 'human elements' in the folk songs in the documentary titled "Anisina" are presented in Table 4.

*Table 4.* Geographical elements with the theme of ‘human elements’ in folk songs in the “Anisina” documentary

Theme	Geographical Element	Episodes	mins/secs	Frequency
Human Factors	Road	1, 2, 4, 5, 9, 12, 14, 15, 16, 17	04.26, 06.34, 02.24, 05.30, 06.57, 07.38, 03.33, 10.41, 11.33, 02.39	10
	Cropland	1, 2, 9	11.46, 15.22, 02.14	3
	Inn	3	17:03	1
<b>Total</b>	<b>3</b>			<b>14</b>

Data on the theme of human elements draw attention in the context of the role of geographical elements in human and space interaction. When Table 4 is examined, the geographical elements with the theme of human elements in the folk songs in the documentary titled “Anisina” are seen. In the table, where 3 geographical elements are included, the most frequently repeated geographical element is 'road' (10). The least repeated geographical element in the table is 'inn' (1) element. The findings obtained from the geographical elements with the theme of 'calendar-chronology' in the folk songs in the documentary titled “Anisina” are presented in Table 5.

*Table 5.* Geographical elements with the theme of ‘calendar-chronology’ in folk songs in the “Anisina” documentary

Theme	Geographical Element	Episodes	mins/secs	Frequency
Calendar-Chronology	Morning	1	12:31	1
	Evening	1, 8, 11, 12, 13, 15	12.25, 03.33, 02.27,07.34, 10.02, 00.49	6
	Night	1.3, 5, 7, 9, 10, 11, 12, 14	03.04, 03.34, 06.13,00.42, 01.08, 00.59, 15.12,08.52, 07.55	9
	Daytime	3, 7, 10,	03.33, 10.49, 00.57	3
	Sunrise	5-13	11.18, 13.11	2
	Dawn	8	14.10	1
	Shadow	4, 9, 17	07.30, 14.38, 17.18	3
	Month	13:15	01.11, 06.46	2
	Day	1, 2, 3, 5, 14, 15, 16	03.04, 03.46, 13.30,05.42, 02.45, 14.18, 00.57	7
	Spring	1, 3, 4, 8, 12, 15	02.07, 02.28, 08.51,12.40, 00.50, 11.08	5
	Summer	2.4, 7, 11, 15	02.22, 03.07, 01.06,07.36, 16.08	5
	Winter	1, 2, 3, 12	02.07, 02.20, 03.08, 00.54	4
	Year	1, 3, 5,12, 13, 14, 15	02.03, 05.54, 13.14,01.56, 01.14, 03.30, 02.50	7
	Season	1, 7, 13	02.09, 11.27, 01.12	3

Time	1/13	02.01, 02.49	2
Yesterday	2, 16, 17	02.11, 05.44, 01.41	3
Today	2:17	02.12, 01.42	2
Tomorrow	2, 14, 16	03.48, 03.17, 15.45	3
<b>Total</b>	<b>18</b>		<b>68</b>

When Table 5 is examined, the geographical elements with the theme of calendar-chronology in the folk songs in the documentary titled “Anısına” are seen. In the table, where 18 geographical elements are included, the most frequently repeated geographical element is 'night' (9). The other most frequently repeated geographical elements in the table are 'day' (7), 'year' (7), and 'evening' (6) geographical elements. The least repeated geographical element in the table is 'dawn' (1) geographical element. In addition, it is understood that a considerable number of geographical elements are also included in the table. The findings obtained from the geographical elements with the theme of 'settlement units' in the folk songs in the documentary titled “Anısına” are presented in Table 6.

*Table 6.* Geographical elements with the theme of ‘settlements’ in folk songs in the “Anısına” documentary

Theme	Geographical Element	Episodes	mins/secs	Frequency
Settlements	Town	1	14.06	1
	City	1	12:02	1
	Location	1:14	08.57, 08.25	2
	Istanbul	1/13	06.19, 05.21	2
	Village	1, 2, 4, 17	04.35, 01.23, 07.06, 03.46	4
	Şenova	4	10.36	1
	Üsküdar	6	04:37	1
	Tokat/Turhal	1	04:34	1
<b>Total</b>	<b>8</b>			<b>13</b>

When Table 6 is examined, the geographical elements with the theme of settlement units in the folk songs in the documentary titled “Anısına” are seen. In the table, where a total of 8 geographical elements are included, the most frequently repeated geographical element is 'village' (4) element. The least repeated geographical elements in the table are 'town', 'city', 'Şenova', 'Üsküdar', and 'Tokat/Turhal' (1) geographical elements. In the context of human-space interaction, the geographical elements in the theme of settlement units stand out while emphasizing the effects of space. The findings obtained from the geographical elements with the theme of 'weather events' in the folk songs in the documentary titled “Anısına” are presented in Table 7.

*Table 7.* Geographical elements with the theme of ‘weather events’ in folk songs in the “Anısına” documentary

Theme	Geographical Element	Episodes	mins/secs	Frequency
Weather events	Snow	1 4	06.22, 01.02	2
	Rain	1, 5, 7, 9, 10, 14	08.02, 07.24, 07.10, 02.17, 10.15, 14.55	6

Storm	8	15:52	1
Breeze	7, 8, 12	15.07.01.19, 19.16	3
Cloud	1.7, 9, 17	12.36, 17.33, 02.10, 17.24	4
Wind	4-9	01.06, 06.51	2
<b>Total</b>	<b>6</b>		<b>18</b>

When Table 7 is examined, geographical elements with the theme of weather events in the folk songs in the documentary titled “Anisina” are seen. In the table, where a total of 6 geographical elements are included, the most frequently repeated geographical element is 'rain' (6). The least repeated geographical element in the table is 'storm' (1). Based on the table, it can be said that the geographical elements with the theme of weather events are frequently emphasized in the documentary. The findings obtained from the geographical elements with the theme of 'space, solar system' in the folk songs in the documentary titled “Anisina” are presented in Table 8.

*Table 8.* Geographical elements themed ‘space, solar system, world‘ in folk songs in the “Anisina” documentary

Theme	Geographical Element	Episodes	mins/secs	Frequency
Space, Solar system, World	Earth	1, 2, 4, 5, 7, 9, 10, 11, 12, 14, 16	04.22, 01.08, 14.52, 05.10, 12.46, 04.36, 12.57, 16.07, 11.17, 06.14, 02.22	11
	Sun	1, 5, 7, 9, 11, 13	12.45, 03.22, 17.32, 02.25, 07.16, 03.14	6
	Sky	1, 5, 9, 14, 16, 17	08.58, 03.21, 02.21, 08.27, 13.20, 17.23	6
	Moon	3	17:05	1
	Star	14-16	08.29, 16.03	2
	Moonlight	15	00:55	1
<b>Total</b>	<b>6</b>			<b>27</b>

When Table 8 is examined, the geographical elements with the theme of space and the solar system in the folk songs in the documentary titled “Anisina” are seen. In the table, where a total of 6 geographical elements are included, the most frequently repeated geographical element is 'earth' (11). The other most frequently repeated geographical elements in the table are 'sun' (6) and 'sky' (6). The least repeated geographical elements in the table are 'moon' (1) and 'moonlight' (1). Looking at the data, various geographical elements related to the theme of space and the solar system also stand out. The findings obtained from the geographical elements with the theme of 'phytogeography' in the folk songs in the documentary titled “Anisina” are presented in Table 9.

*Table 9.* Geographical elements with the theme of ‘phytogeography‘ in folk songs in the memorial documentary

Theme	Geographical Element	Episodes	mins/secs	Frequency
-------	----------------------	----------	-----------	-----------

Phytogeography	Violet	1	01:54	1
	Tulip	1	01:55	1
	Rose	1	01:56	1
	Hyacinth	1	08:48	1
	Urtica	1	11.01	1
	Platanus	1	12.34	1
	Tea	4	07:18	1
	Leaf	13	07.03	1
	Flower	13	07.06	1
<b>Total</b>	<b>9</b>			<b>9</b>

When Table 9 is examined, geographical elements with the theme of phytogeography in the folk songs in the documentary titled “Anisina” are seen. A total of 9 geographical elements are included. 'Violet', 'tulip', 'rose', 'hyacinth', 'urtica', 'platanus', 'tea', 'leaf', 'flower' (1) geographical elements are repeated once in the table. The theme of phytogeography stands out as one of the prominent areas in the examination of geographical elements. The findings related to the 'sample expressions' obtained from the geographical elements in the folk songs in the documentary titled “Anisina” are presented in Table 10.

*Table 10.* ‘Sample expressions’ from the geographical elements in the folk songs in the “Anisina” documentary

Theme	Sample Expression	Episodes	mins/seconds
Geographical Shapes	These mountains are grand mountains, with dark shadows.	17	17.16
	We bid farewell to the highlands and mountains.	1	09:25
	From the top of the highest mountains, I am thrown into the void and gone.	9	15%
Geographical Spaces	Every corner is my paradise, my heart is crushed and burns, my homeland is unique.	14	11,24
	On one side of Anatolia, a brave man lives in its embrace,	14	-11.59
Geographical Events	A stream flows secretly from the essence of my life.	5	07.30
	I have rebellions inside me with earthquakes and sorrows, I bid you farewell.	12	19.31
	You rekindled the ashes of a fire and passed through.	15	09:09
Human Factors	The world is an inn, those who come will leave.	3	17.02
	If I give a sound from the paths of home, would you hear me?	15	10.40
Calendar Chronology	I have fallen in foreign lands, I am going day and night.	3	01:21
	When you sing, it's as if the seasons change.	13	02:43
	You turned my summer into winter.	4	03:07

	My dawn darkens, and the nights shrink.	5	11.18
Locations	Beloved Istanbul, I haven't seen, explored, or loved any place.	13	05:18
	When you struggle and reach Şenova, have fun and stay in Şenova, foreign girl.	4	09.30
Weather events	The rain fell, I didn't get wet; the snow fell, I didn't behave.	1	08:01
Space, Solar system, world	Even if the world turns upside down, I won't give up; if the sun in the sky goes out, I won't give up.	5	03:15
	Ah, in this deceitful world, deceitful world, the world that deceitfully smiles at my face.	4	15:08
	As the moon revolves and years pass, let my friends remember me.	3	17.04
Phylogeography	Violets, tulips, and roses in my garden have run out, and so have I	1	01:54

When Table 10 is examined, geographical elements in the folk songs included in the documentary called "Anısına" are presented in the form of example expressions. Example expressions are included in the table in the format of section, minute/second. In Table 10, there are example expressions from geographical forms (3), geographical spaces (2), geographical events (3), human elements (2), calendar chronology (4), settlement units (2), weather events (1), space, solar system, world (3), and phytogeography (1).

Based on the tables, it is observed that there are numerous geographical elements found in the analysis within the framework of geographical elements in the "Anısına" documentary, which contains structural features specific to Cultural Geography and Music Geography. In this regard, it is understood that the "Anısına" documentary contains a significant number of geographical elements in its structure, supporting geographical issues, especially cultural geography and music geography in human-space interaction. In light of this data, it can be said that the "Anısına" documentary is an alternative source that supports geographical elements.

### Discussion, Conclusion and Suggestions

In this section of the research, the results of the study, in which the geographical elements are addressed in documentaries and the "Anısına" documentary is examined as an example, are discussed. According to the results obtained from the study, the examination of geographical elements in the "Anısına" documentary revealed 9 main themes, including 'geographical shapes, geographical spaces, geographical events, human elements, calendar/chronology, settlements, weather events, space/solar system, and phytogeography'. Numerous geographical elements have been identified in each main theme, with the most geographical elements in the 'calendar chronology' theme (18 sub-themes and 68 repetitions of geographical elements) and the least in the 'geographical events' theme (4 sub-themes and 8 repetitions of geographical elements). Significant amounts of geographical elements were also found in other themes related to geographical elements.

In the context of the study's results, it is thought that using documentaries in courses directly related to geographical elements, such as social studies and geography, could be effective. Geographical elements related to cultural geography and music geography are believed to stand out in teaching geography topics. In this direction, it is observed that the geographical elements included in the "Anısına" documentary support the teaching process of geography topics within the scope of related courses. Within the scope of these results, the study focusing on knowing and understanding geographical concepts (Gümüş & Avcı, 2016), (Adanalı, 2018) and effect of documentaries in geography course in field of study supports the research process. (Ozder, 2014), emphasized from the significance of documentaries in Geography Education. Zhu (2013) contributes to the process with his study examining the geographical elements in the regional flora and focusing on the phytogeography field. Kaçmaz (2021), in his study addressing music geography, emphasizes the use of visual-auditory products in teaching geographical topics, and supports the process by focusing on the relationship between geography, music, human life, and space. In a study revealing student success by using documentaries in geography education, it is understood that teaching geographical topics with documentaries keeps students' interest in the course high and contributes positively to the teaching process (Atçı, 2019). Alı & Baştürk (2022), who benefit from environmental documentaries in the teaching process, mention the contribution provided to the education-teaching process. At this point, the study emphasizing the use of computer-based teaching process and materials in geography teaching (Ulusoy & Gülüm, 2009) and the studies drawing attention to the effect of documentaries in social studies lessons (Bektaş Öztaşkın, 2013; Çengelci, 2013; Kocabıyık Kaymak, 2016; Uçar & Karakuş, 2017) support the results. Koday & Yılmaz (2017) support the process in the context of cultural geography and geographical element relationship with their study revealing geographical motifs in folk songs. Tural (2021) is consistent with the research results in his study addressing geographical elements in folk songs. Yaşar & Örgü Yaşar (2010), in their study on determining geographical elements in proverbs and idioms, draw attention to the presence of geographical elements within cultural geography in terms of natural and human elements, Altunal & Tosun (2022) with their examination of geographical elements in poems, and Meydan (2018) support the results with their study addressing geographical elements in songs from a cultural geography perspective.

Based on the results of the study, it is believed that the "Anısına" documentary can be utilized while addressing cultural geography and music geography in social studies and geography courses and conveying geography-related topics based on geographical elements. It is recommended that educators and researchers interested in the subject.

Peer-Review	Double anonymized - Two External
Ethical Statement	<p>* This article is the revised and developed version of the unpublished conference presentation entitled "The Relationship between of Geography and Music: The Example of 'In Memory' Documentary", orally delivered at the IV. International Congress on Geographical Education (ICGE-2022).</p> <p>* It is declared that scientific and ethical principles have been followed while carrying out and writing this study and that all the sources used have been properly cited.</p>
Plagiarism Checks	Yes - Ithenticate
Conflicts of Interest	The author(s) has no conflict of interest to declare.
Complaints	<a href="mailto:itobiad@itobiad.com">itobiad@itobiad.com</a>
Grant Support	The author(s) acknowledge that they received no external funding in support of this research.
Author Contributions	<p>Design of Study: 1. Author (%50), 2. Author (%50)</p> <p>Data Acquisition: 1. Author (%50), 2. Author (%50)</p> <p>Data Analysis: 1. Author (%50), 2. Author (%50)</p> <p>Writing up: 1. Author (%50), 2. Author (%50)</p> <p>Submission and Revision: 1. Author (%50), 2. Author (%50)</p>

Değerlendirme	İki Dış Hakem / Çift Taraflı Körlme
Etik Beyan	<p>* Bu makale, IV. Uluslararası Coğrafya Eğitimi Kongresi'nde sözlü olarak sunulan ancak tam metni yayımlanmayan "Coğrafya'nın Müzikle İlişkisi: 'Anısına' Belgeseli Örneği" adlı tebliğin içeriği geliştirilerek ve kısmen değiştirilerek üretilmiş hâlidir.</p> <p>* Bu çalışmanın hazırlanma sürecinde bilimsel ve etik ilkelere uyulduğu ve yararlanılan tüm çalışmaların kaynakçada belirtildiği beyan olunur.</p>
Benzerlik Taraması	Yapıldı – Ithenticate
Etik Bildirim	<a href="mailto:itobiad@itobiad.com">itobiad@itobiad.com</a>
Çıkar Çatışması	Çıkar çatışması beyan edilmemiştir.
Finansman	Bu araştırmayı desteklemek için dış fon kullanılmamıştır.
Yazar Katkıları	<p>Çalışmanın Tasarlanması: 1. Yazar (%50), 2. Yazar (%50)</p> <p>Veri Toplanması: 1. Yazar (%50), 2. Yazar (%50)</p> <p>Veri Analizi: 1. Yazar (%50), 2. Yazar (%50)</p> <p>Makalenin Yazımı: 1. Yazar (%50), 2. Yazar (%50)</p> <p>Makale Gönderimi ve Revizyonu: 1. Yazar (%50), 2. Yazar (%50)</p>

## References / Kaynakça

- Adanalı, R. (2018). The effect of digital documentary production through field work on \*geography students' problem-solving skills. *Journal of Education and Training Studies*, 6(1), 113-123.
- Akkuş, A. & Meydan, A. (2013). Evaluation of historical and geographical place implementations in social sciences teaching. *International Journal Of Eurasia Social Sciences*, 4(13), 14-30.
- Aladağ, E. & Karaman, B. (2018). The use of short films in value education: an application example. *Adnan Menderes University, Journal of Institute of Social Sciences*, 5 (1), 360-377.
- Alı, M. A. & Baştürk, Ş. (2022). The contribution of an environmental documentary movie on the development of vocabulary of turkish language learners: home documentary. *International Journal of Humanities and Art Researches*, 7(3), 256-274.
- Altunal, B. & Tosun, A. A. (2022). Geographical elements in Abdurrahim Karakoç poets. *Kapadokya Coğrafya Dergisi*, 3(1), 46-61.
- Arslan, M. (2014). Historical geographic issues in the 6th class social sciences classbook. *Mehmet Akif Ersoy University Journal of The Institute of Educational Sciences*, 3(5), 42-49.
- Atçı, A. Ş. (2019). *The effect of using documentary films in geography teaching to student achievement and concept retention*. Master Thesis. Niğde Ömer Halisdemir University, Niğde.
- Atsız. (2011). *Evlıya Çelebi Seyahatnâmesi'nden Seçmeler*. Ötüken Neşriyat.
- Balcı, A. (2018). Geographical knowledge in life stories: Oral geography. *International Journal of Geography and Geography Education*, 38, 40-57.
- Bektaş Öztaşkın, Ö. (2013). The effect of using documentaries in social studies lesson on the levels of academic success and mindfulness. *Journal of Educational Sciences Research*, 3(2), 147-162.
- Bilgili, M. (2016). Regional geography teaching in terms of the philosophy of social sciences in universities in Turkey. *Marmara Coğrafya Dergisi*, 33, 114-134.
- Bozkoyun, M. (2022). Geographical analysis of village names in Erciş district (Van). *Van Yüzüncü Yıl University the Journal of Social Sciences Institute*, 58, 279 – 294.
- Bozyurt, O. & Koca. N. (2011). Main proverbs with geographical content and their analysis in terms of turkish national culture. *Sosyal Bilimler Dergisi*, XIII(1), 89-100.
- Büyüköztürk, Ş., Kılıç Çakmak, E., Akgün, E., Karadeniz, Ş. & Demirel, F. (2022). *Bilimsel Araştırma Yöntemleri*. (32. Baskı). Pegem Akademi Yayıncılık.
- Crang, M. (1998). *Cultural Geography*. First Edition. Routledge Contemporary Human Geography.
- Çengelci, T. (2013). Determining social and cultural resources being used in the social studies course. *Electronic Journal of Social Sciences*, 12(43). 219-236.
- Durmuş, E. & Baş, K. (2016). The metaphoric perception of social sciences teacher

candidates' about the concept of geography. *Firat University Journal of Social Science*, 26(1), 75-92.

Efe, R. (2002). The five themes in Geography: Teaching methods and techniques of the five themes. *Marmara Coğrafya Dergisi*, 5, 27-42.

Fouberg, E. H., Murphy, A. B. & Blij, H. H. D. (2015). *Human Geography People, Place and Culture*. (11th Edition). Wiley Publication.

Gülüm, K. (2009). A research on proverbs Turk and Turkmen (Turkmenistan) articulated on nature that can be used in geography teaching. *Mehmet Akif Ersoy Üniversitesi Sosyal Bilimler Enstitüsü Dergisi*, 1(1), 51-58.

Gümüş, N. & Avcı, G. (2016). The determination of students' levels of understanding geographical concepts and geographical misconceptions in social studies lesson in 6th grades. *The Journal of Academic Social Science Studies-International Journal of Social Science*, 47, 191-206.

Israel, L. Q. (2015). Gender, identity, and place: understanding feminist geographies. *Localities*, 5, 181-186.

İbret, B. Ü. (2003). Çankırı'daki köy adları üzerine coğrafi açıdan bir inceleme. *Marmara Coğrafya Dergisi*, 7, 53-80.

Johansson, O. & Bell, T. L. (2009). *Sound, Society and the Geography of Popular Music*. Ashgate Publishing Limited.

Kaçmaz, M. (2021). Music geography as a subject of geographical research. *Coğrafi Bilimler Dergisi/ Turkish Journal of Geographical Sciences*, 19(2), 490-511.

Kaçmaz, P. & Kaçmaz, M. (2017). Literary geography; geographical elements in Elif Şafak's novels. *Journal of Strategic Research in Social Science (JoSReSS)*, 3(4), 1-20.

Kapan, K. & Kuşçu, Ö. M. (2021). Military geography in conceptual and historical terms: Geography or geopolitics? *Türk Coğrafya Dergisi*, 78, 145-154.

Karnibüyük, M. (2019). The effects of climate, geographical location landforms and seas on political geography. *Bilecik Şeyh Edebali University Journal of Social Sciences Institute*, 4(1), 167-185.

Kocabıyık Kaymak, B. (2016). Social sciences teaching: they discovered for us, *Araştırma ve Deneyim Dergisi (Adeder)*, 1(1), 75-86.

Koç, H., Önal, H. & Ergün, A. (2016). How and what level are the geographical elements used in secondary school history course books?, *International Journal Of Eurasia Social Sciences*, 7(25), 99-117.

Koday, S. & Yılmaz, E. (2017). Osmaniye türkülerinde coğrafi motifler. *Türkiye Coğrafyası Araştırmaları*, 527-544.

Köse Biber, S. & Kubaş, A. (2017). The impact of science fiction movies on the attitudes of 10th grade students towards geography course. *HAYEF: Journal of Education*, 14(2), 165-182.

- Krims, A. (2007). *Music and Urban Geography*. Routledge Taylor Francis Group.
- Meadows, M. (2020). Geography education for sustainable development. *Geography and Sustainability, 1*, 88–92.
- Mellander, C., Florida, R., Rentfrow, P.J. & Potter, J. (2018). The geography of music preferences. *Journal of Cultural Economics* 42, s. 593–618. <https://doi.org/10.1007/s10824-018-9320-x>.
- Meydan, A. (2018). Geographical features in the Ferdi Tayfur's songs. *Anadolu Kültürel Araştırmalar Dergisi, 2(1)*, 79-100.
- Miles, M. B. & Huberman, A. M. (1994). *Qualitative Data Analysis*. (Second Edition). Sage Publications.
- Özder, A. (2014). documentaries as a tool to convey life into geography education. *International Journal of Academic Research in Business and Social Sciences, 4 (7)*, 203-212.
- Önal, H., Çalışkan, T. & Pamukoğlu, İ. (2017). Geographical elements in eighth-grade history of Turkish Republic revolution and kemalism textbooks. *Academic Social Studies/Akademik Sosyal Araştırmalar, 2*, 1-7.
- Öner, G. & Memişoğlu, H. (2018). Teaching local geography in social studies: evaluation of teachers' opinions. *Cumhuriyet International Journal of Education, 7(3)*, 193-218.
- Özalp, M. T. & Güngör, İ. (2022). Representation of us and the other in epics in the 6th-grade social studies textbook. *Maarif Mektepleri International Journal of Social and Humanistic Sciences, 5(2)*, 27-42.
- Snape, D. & Spencer, L. (2003). *The foundations of qualitative research*. In *Qualitative Research Practice*. (Eds) J. Ritchie & J. Lewis. Sage Publications.
- Sözcü, U., Oğuz, S. & Aydınöz, D. (2016). Social studies teachers' self-efficacy regarding geography subjects' teaching. *Marmara Coğrafya Dergisi, 33*, 155-178.
- Şahin, V. (2019). An approach to life science and social sciences curriculum in terms of cultural geography. *Milli Eğitim Dergisi, 48(222)*, 173-183.
- Tağ Kalafatoğlu, Ş. (2019). The utilization of docudrama films for educational purposes. *Ordu Üniversitesi Sosyal Bilimler Araştırmaları Dergisi, 9(2)*, 391-403.
- Tural, A. (2021). Geographical elements in Neşet Ertaş folk songs in the context of human-place interaction. *International Journal of Geography and Geography Education (IGGE), 44*, 192-202.
- Türker, H. & Arslan, Ö. (2008). 8th Grade of primary education the use of documentary films in the Turkish Republic Revolution history and Kemalism lesson. *Dokuz Eylül Üniversitesi Buca Eğitim Fakültesi Dergisi, 24*. 92-104.
- Uçar, A. & Karakuş, U. (2017). The effects of using documentary in teaching environmental issues on 6th grade social sciences course on the academic success and attitudes of students. *Ahi Evran Üniversitesi Kırşehir Eğitim Fakültesi Dergisi, 18(3)*, 992-1009.
- Ulusoy, K. & Gülüm, K. (2009). Sosyal bilgiler dersinde tarih ve coğrafya konuları

işlenirken öğretmenlerin materyal kullanma durumları. *Ahi Evran Üniversitesi Eğitim Fakültesi Dergisi*, 10(2), 85-99.

Ulutürk, B. & Aydın, F. (2022). Azdavay ilçesi'nin (Kastamonu) kültürel coğrafyası. Ankara: Iksad Publishing House.

Unwin, T. (2013). *The place of geography*. Routledge Publishing Taylor & Francis Group.

Üçışık, S. & Demirci, A. (2002). The geography science and its main components in the 21' Century. *Marmara Coğrafya Dergisi*, 5, 117-133.

Yaşar, O. & Örgü Yaşar, F. (2007). The proverbs of çanakale and their geographical analysis. *Elektronik Sosyal Bilimler Dergisi*, 6(19), 95-105.

Yaşar, O. & Örgü Yaşar, F. (2010). A comparative approach concerning the geographic elements in the proverbs and idiom in the provinces of the central blacksea region. *Uluslararası Sosyal Araştırmalar Dergisi*, 3(11), 586-598.

Yin, R. K. (2009). *How to Do Better Case Studies (With Illustrations From 20 Exemplary Case Studies)*. In Applied Social Research Methods. (Eds) L. Bickman & D. J. Rog. 2. Edition. Sage Publications.

Yurt, B. (2019). An examination on the socio-cultural-economic characteristics of manisa area in the folk songs. Master Thesis. Balıkesir University, Balıkesir.

Yüksel, Ç. (2019). Küçük Prens'in evreninde coğrafya. *Herkes için Coğrafya geoCED, İlkbahar*, 1. 7-11.

Zhu, H. (2013). Geographical elements of seed plants suggest the boundary of the tropical zone in China. *Palaeogeography, Palaeoclimatology, Palaeoecology*, 386, 16-22.

<https://www.trtize.com/programlar/anisina> under the citation rules and citation has been added to the references section.