



## **AN ORAL HISTORY STUDY REGARDING CLIMATE CHANGE<sup>2</sup>**

### **Abstract**

This study is a qualitative research made for the purposes of revealing the opinions of the adults regarding the climate change with an oral history study by the secondary school students in the Gököy district of the city of Ordu and arising awareness regarding the climate change on the students participating to this study and on the persons interviewed and determining the opinions of the students. The interview technique has been used in the determination of the opinions of the students realizing the study and the adults regarding the climate change. The working group of the research is composed of 22 students in the secondary school located in the Gököy district of the city of Ordu and 47 persons with whom they have made interviews. The persons interviewed are over age of 50 and their gender distribution is as 24 females and 23 males. The gender distribution of the students is as 16 girls and 6 boys. With the interview that the students have made with their elders, they have mentioned that the rains and snows have decreased from the past to the today. The interviewed persons have mentioned that the weather is hotter today when compared to the past. At the end of the interview, the students have mentioned that they are substantially happy from the interviews that they have made and they are positively affected.

**Keywords:** Climate Change, Oral History, Interview Method

## **İKLİM DEĞİŞİKLİĞİ KONUSUNDA BİR SÖZLÜ TARİH ÇALIŞMASI**

### **Özet**

Bu çalışma, Ordu ilinin Gököy ilçesine bağlı bir ortaokul öğrencileri tarafından bir sözlü tarih çalışması ile iklim değişikliğine ilişkin olarak yetişkinlerin görüşlerini ortaya koymak, bu çalışmaya katılan öğrencilerde ve görüşme yapılan kişilerde iklim değişikliği konusunda farkındalık oluşturmak ve öğrencilerin görüşlerini belirlemek amacıyla yapılmış nitel bir araştırmadır. Hem iklim değişikliğine ilişkin yetişkinlerin hem de çalışmayı gerçekleştiren öğrencilerin görüşlerinin belirlenmesinde görüşme tekniği kullanılmıştır. Araştırmanın çalışma grubunu Ordu ili Gököy ilçesinde bulunan bir ortaokuldaki 22 öğrenci ve onların görüşme yaptığı 47 kişi oluşturmaktadır. Görüşme yapılan kişiler 50 yaş üzerinde olup, cinsiyet dağılımları 24 kadın, 23 erkek şeklindedir. Öğrencilerin cinsiyet dağılımları 16 kız, 6 erkek öğrenci şeklindedir. Öğrencilerin büyükleri ile yapmış oldukları görüşme ile geçmişten günümüze kar ve yağmur yağışlarının azaldığını belirtmişlerdir. Görüşme yapılan kişiler geçmişe kıyasla günümüzde havanın daha sıcak olduğunu ifade etmişlerdir. Görüşme sonunda öğrenciler yapmış oldukları görüşmeden büyük oranda mutluluk duyduğunu ve olumlu şekilde etkilendiklerini belirtmişlerdir.

**Anahtar Kelimeler:** İklim Değişikliği, Sözlü Tarih, Görüşme Yöntemi

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## INTRODUCTION

News of floods, forest fires and temperature increases are regularly seen in mass media. The main reason for these events is rapidly increasing human activity influenced climate change. Climate change is defined within the scope of United Nations Climate Change Frame Agreement as, “The change in the climate that corrupts the combination of the global atmosphere directly or indirectly in addition to natural climate change that is observed in a comparable time period” (Türkeş, 1998: 20-21).

Through the use of oral history methodology it is possible to establish connections between the past and present in regard to climate change. Oral history is defined as recording the evidences and proofs belonging to the past (Demircioğlu, 2005a: 52) and analysing, interpreting and systematically reporting the data (Ritchie, 1995). Oral history is an approach in which individual memories of events are collected by a researcher (Creswell, 1998: 49).

The oral history method is significant in the social sciences because “it relates to the living environments of primary, secondary and high school students who may gain behavioural changes via activities conducted” (Demircioğlu, 2005a).

In Turkey, beginning the 1940’s with the *Sociology Studies* of Behice Boran in which social exchanges in the Manisa lowland and mountain villages are reviewed, sociological and anthropological field studies oral source usage has been involved in many studies (Sarı, 2007: 80).

According to Sarı (2007) oral history projects may be realised in many different contexts including museums, community centres, schools, colleges, universities or in adult training and literacy groups. Safran and Ata (1998: 1) defend oral history activity as an element of extra-scholastic history education and encourage students at the secondary school level to conduct their first oral history interviews with their grandmothers and grandfathers and in so doing extending education beyond academic institutions.

In oral history projects students are given the opportunity to produce their own technology and learning strategies and are offered enriched learning experiences in evaluating and updating their prior knowledge (MEB, 2005). The Oral History method plays an important role for the students to be actively involved and to structure knowledge with their own talents and according to their own interests (Demircioğlu, 2005b).

With the Oral History method students gain knowledge of the daily lives of people who lived in the past, compare this with their own individual life conditions and comprehend change and sustainability (Safran and Ata, 1998: 5). With the emphasizing of “Change and Sustainability” located in the Social Sciences Knowledge Education Program, students acquire knowledge of how time is measured and how the change occurs. In this research study it is intended that students will gain skills of “comprehending change and sustainability.”

The term “Oral History” is first encountered in the Social Sciences Education Program in the 4<sup>th</sup> year unit entitled “I am learning my past” (MEB, 2005). Within the literature oral history is mostly used in teaching the history subjects (İncegöl, 2010; Kaplan, 2005; Kaya, 2013; Kumru, 2009; Özer, 2012) and the fact that there are no examples of geographical studies within the frame of Social Sciences reveals the significance of this research study.

This study has been conducted to demonstrate how climate change has influenced

peoples' lives and how it has affected their livelihoods as well as informing the students' opinions and thoughts regarding global climate change. This study was also designed to enable students to gain social skills and to establish relationships between the past and present by conducting interviews with the adults.

The purposes of this research study are summarized as follows:

1. What are the thoughts and perceptions of the interviewees regarding climate change?
2. What are the thoughts and opinions of student interviewers concerning the oral history study experience?

### METHODOLOGY

#### *Research Model*

In this study the "Interview" method has been used. Stewart and Cash (1985: 7) define the interview as, "a mutual and interactive communicational process, that is determined and executed for a serious purpose, depending on asking and responding to questions." The interview technique is different from a conversation it is a planned and focused data acquisition process. The Question and Respond method can be expressed as establishing a relationship while collecting and accessing data (Yıldırım and Şimşek, 2005). Through the interview process experiences, attitudes, thoughts, intentions, interpretations and cognitive perceptions and reactions, are recorded and analyzed.

#### *Working Group*

Working group of the research study consists of twenty two students from the 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> class of a secondary school that is connected to Ministry of National Education which is located in the province Ordu, and Gökçöy district. The sixteen female and six male students separated into groups of three and four and conducted interviews with twenty four female and twenty three male interviewees aged 50 and over.

#### *Data Acquisition Tools*

With the purpose of data collection two types of scales have been used. The first scale is developed for the purpose of getting information regarding the climate change from the elders and consists of 4 open ended questions. The second scale consists of 4 open end questions that are developed for the purpose of determining what sorts of results are extracted, what is felt during the interview and how the interview process effected and influenced the students.

#### *Data Acquisition*

After the twenty two students have been carefully informed about and prepared for the study students are requested to collect the data to voice recording devices that are supplied by the researcher. The interview data was submitted by the students in written form and then decoded by the researcher and prepared for further analysis.

#### *Data Analysis*

Data that are collected by students via voice recording device and field notes have been obtained by the researcher. Entire data in the voice recorder devices are decoded and transcribed. The responses to questions were subjected to content analysis after which the

themes were generated and grouped and the percentages frequency distributions calculated. In a same manner students answered several questions about what they learned and how they were influenced. These responses were grouped and their percentage and frequency distributions recorded and designated with code numbers.

## FINDINGS

### *Findings obtained as a result of the interviews with students regarding the second sub-problem*

Sub problem 1: “Do you or your elders have interesting *memories regarding the weather events?*.” The percentage and frequency distributions of the responses to the following questions are given on table 1

**Table 1.** Analysis of the responses that are obtained from the first interview question

<b>Themes</b>	<b>f</b>	<b>%</b>
Snowfall	13	22.8
Rain	12	21.0
No never happened	10	17.6
Lightning / Thunder	9	15.7
Flood	6	10.6
Others	7	12.3
<b>Total</b>	<b>57</b>	<b>100</b>

As can be seen from Table 1 it has been asked to the persons who had interviews whether they had interesting experiences regarding the weather events. 22.8% of them mentioned their memories about the snowfall. Among these G40 at the age of 70 stated: *“In old times there were more snow. That was suffering. It never even had a break. It has been falling till this level. We were feeding our animals at those times with our own products.”*. From these expressions it can be easily understood that snowfall is rather affective both for themselves and their animals as well.

G41 expressed his thoughts as follows, *“One shepherd at those times stood while grazing his sheeps, while it was raining down the tree. As a result of lightning he passed away.”*. From these expressions we may understand that the experienced weather events lead to loss of lives sometimes.

What G24 told about the experiences are as follows: *“I have been taking upwards migrants. Suddenly snow started. We were unable to reach the house because of the snow storm until one hundred meters to the house. Animals were unable move forward any more. Animals turned into snowman and full white. We are turned into snowman as well. We tried and tried for a while. Snow was falling that much. In the end we reached the house somehow. If we couldn't we would die. After all, we had difficulties.”* We will be able to comprehend

from these expressions that snowfall in former times and storm made the lives of human being difficult.

G17 mentioned that *“There was rainbow. It happened eclipse of the sun. We were cutting the film papers and watching the eclipse.”* And tried to express how weather conditions affected their lives.

As a result of the analysis the responses of the people who attended the interview were given on table 2 with the percentages and frequency distributions *“How was the snowfall at your village in old times? How is it today?”*.

**Table 2.** Analysis of the responses obtained from the second interview question

Themes	<i>f</i>	%
In former times more, now less	45	95.7
There is no difference	2	4.3
<b>Total</b>	<b>47</b>	<b>100</b>

As can be seen from Table 2, it can be understood that snowfall is more in former times than today in rate of 95.7%. 2 people by the way stated that there is no difference between the past and the present. When the responses of the people who had interviews are examined;

G20 mentioned *“Now it is almost like no snow at all. In the past 2 meters, 3 meters. Even the chimneys of houses were covered with snow. But now at most 5 centimetres. Sun comes out immediately and the snow melts. In the past I am telling without any exaggeration there were at least 3 months of snow. We were unable to go out of house. There were no metropolitans. There were no Municipalities working on these things. We were trying to open the roads with the power of man. Those were hard times.”* From these sentences it can be understood that the amount of snow was more than today. From these expressions it can be extracted that there is considerable distinction between the snow today and in the past.

G17 expressed the statements as follows *“In our village snowfall was more severe. Roads were covered with snow for weeks maybe sometimes for months. Today depending on the global warming snowfall is rather less and continues for shorter periods. Winters are passing warmer and cooler.”* From these expressions we will be able to extract results such as today's snowfall are short term and amounts are less compared to former years. Also G17 connects the reason for this to the Global Warming.

G32 expresses, *“In former times there were continuous snow. Now 6 months of winter 3-4 times snow occurs, in the past it was continuous. Winter season was always a strong winter season.”* From these expressions it can be extracted that snowfall in winter times are different than other times. The fact of the longer winter times can also be extracted from the above expressions as well.

G3 on the other hand expresses *“Because of the fact that natural balance changed, temperature arose, compared to former times there is less snow. In former times I remember there were 1.5 meters of snowfall at once in this country. But now no such snow is*

*encountered.*” At these sentences as in the former expressions it can be claimed that snow is less compared to the older times. G3 connects this situation with the rise of the temperatures.

According to the analysis results the answers given to the questions by the people who attended interviews are given as percentages and frequency distributions on table 3 “*How was the rain behaviour in your village in former times? How is it now?*”.

**Table 3.** Analysis of Answers obtained from the third interview question

Themes	<i>f</i>	%
In former times rains more, now less	38	79.1
There is no difference at all	10	20,9
<b>Total</b>	<b>48</b>	<b>100</b>

As can be seen from the Table 3, according to the answers received from the people who attended the interviews 79.1% stated that in former times it was raining more than it rains today. 20,9% of the attendants stated that there is no difference in the amount of rain between the former times and today. Answers given by the people who attended interviews are expressed below.

G17 expresses the opinions as follows; “*It was raining in former times too much. Because of the fact that forests, trees are cut, it rains less today.*” As can be understood from this sentence, the reason why it rains less is the fact that trees is cut.

G3 states; “*It was raining more herein former times. But now there is no rain as it was once. In former times there were rains to turn into floods that continue for days. But now it is much better. Warm weather and higher temperature are in the foreground.*” From these expressions it can be understood that it rains less compared to former times.

On the other hand G20 mentions that “*There is not too much difference in rain amounts. Yes, it was more in the former times. When compared to today it was raining more. It was rather more. But it was raining regarding the season. Now it even rains in winter. At former times there was snow instead of rain.*” And from these expressions it can be understood that differences between the seasonal behaviours exist. In former times season had its characteristics but today there are slides and characteristically shifts between the seasons can be claimed.

G44 mentions “*It was raining in fine amounts. Now it rains half an hour and it is gone. But in former times it was raining for long times. There was heavy, sweet, thin, beneficial, mild rain. Now it starts suddenly. There was flood in former times since there is no Hazelwood. ....People corrupted the balance of the nature.*” Through these expressions it can be comprehended that today rains are instant and in former times there were long and beneficial rains. According to G44 the reason why it is like this is the fact that people corrupted the balance of the nature.

G2 has expressed related with this question as follows “*Raining amounts in former times were normal. Now it rains instantly. In former times it was raining 2-3 times in a week. Now it rains once in a month or in 1,5 months. It is not raining actually, it is too less than it*

*was at once, there was no Hazelwood around. When it rained field were flooded. Creeks were overflowed ...*". From these expressions it can be understood that in former times it was raining quite more that it led to floods.

G41 expresses "**Now it happens in a same way. It rains too much.**" And mentioned the reality that it is raining in similar amounts as it was raining in former times.

According to the analysis results the answers given to the questions by the people who attended interviews are given as percentages and frequency distributions on table 4 "Did the weather conditions influenced the livelihood conditions in the village? *How was it changed from the past to today? Would that be the climate change of the reason of this change? Please express the situation via giving details and anecdotes from your memories?*".

**Table 4.** Analysis of the answers received from the fourth interview question

<b>Themes</b>	<b>f</b>	<b>%</b>
It influences the livelihood	34	34.6
There was no hazelwood work in the past, it exists now	27	27.5
Reason is the climate change	21	21.4
Fields do not give crops, they are damaged	16	16.3
<b>Total</b>	<b>98</b>	<b>100</b>

When table 4 is reviewed, it can be seen that weather conditions influence the livelihood in rates of 24.46%. 11.51% stated that fields are damaged via weather conditions. Also 19.42% stated that Hazelwood work is being executed much better today. Several answers to this question are as follows;

G20 stated "**For instance weather conditions influences of course. How it influenced? It was raining more in summer times. This was leading to more crops. There was too much hazelnut, walnut, oat, barley. Climate changed exactly. Now there is not each year hazelnut. They are burnt on the 6<sup>th</sup> or 7<sup>th</sup> month. In the past since the rain was raining on its seasonal time they were not burnt. Soil was nourished. Now it is not so.**" From these sentences it can be understood how the change between the seasons influenced the livelihood conditions.

G2 mentioned "**Climate change happens. In former times it was raining better. Now since there is no rain or when spring comes instant frost happens. Hazelnut is burning. 90% of the population of our village's livelihood source is electrician work. Hazelwood work exists as well but our fields are not enough. Since it is not enough our people migrate to provincial zones. It was raining too much, flood was happening. It was taking away fruits and vegetables. This was an important problem. There was snow, crops were remaining under the snow cover.**". From these sentences it can be understood that weather conditions influenced the livelihood conditions.

G14 "**Of course it influenced. We do not have hazelnut for instance. Timeless snowfall, frost events. From the past to present times there is too much difference in rain events. For example there are forward and backward drifts and shifts in climatic conditions.**

*The reason of this difference may be climate change. For instance, if we would have hazelnut there would have been less work.*” At these sentences it can be claimed that drift between the seasons, instant rain and frost events influence the crops.

***Findings obtained as a result of the interviews with students regarding the second sub-problem***

According to the analysis results the answers given to the questions by the students who attended interviews are given as percentages and frequency distributions on table 5 “What did you learn from the interview you executed?”.

**Table 5.** Analysis of the answers given to the first interview question of the students

<b>Themes</b>	<b>f</b>	<b>%</b>
Former way of life	11	29.72
Natural disasters	9	24.32
Weather conditions	9	24.32
Climate change	4	10.81
To make interviews	2	5.40
Global Warming	1	2.70
To express ourselves	1	2.70
<b>Total</b>	<b>37</b>	<b>100</b>

As can be seen from Table 5, according to the answers of the students 29.72% expressed as a result of the interview that they collected knowledge regarding the former way of lives. 24.32% mentioned they had experiences about natural disasters 24.32% stated that they had information regarding weather conditions. If some of the answers given by students are examined;

*“Formerly I realized how bad the situation of people before, I have learned that people are working hard to earn their lives and to nourish themselves, and I realized the life nowadays is much easier.”*

With this answer Ö13 states that today’s conditions are relatively easier compared to the past. The student benefits here the characteristic of making comparisons between the past and the present.

*“I have learned that in former times with the natural disasters, snowfalls, rainfalls the life was quite difficult, now it became easier and there is climate change.”*

Ö12 with the interview executed stated that there were more snowfall, rainfall and natural disasters in the past, and nowadays it is less, and climate has changed.

*“I have learned that in former times there was more snowfall, rainfall etc. and now natural disasters and rain became less and I have learned there climate change.”*



Ö22 in a similar way expresses as a result of the interviews with the elders that rains became less nowadays, and climate changed compared to the past.

According to the analysis results the answers given to the questions by the students who attended interviews are given as percentages and frequency distributions on table 6 “What sort of feeling arose after the interview with your elders?”.

**Table 6.** Analysis of the answers given to second interview question of the students

Themes	<i>f</i>	%
Happy / joyful	8	28.57
Excited	5	17.85
Emotional	3	10.71
Mature	2	7.14
Funny	2	7.14
Peaceful	2	7.14
Proud	2	7.14
Negative feelings (felt awful, being neglected)	4	14.28
<b>Total</b>	<b>28</b>	<b>100</b>

As can be seen from Table 6, students expressed as a consequence of the interviews they have executed they felt happy in a rate of 28.57%, in rate of 17.85% excited. In rate of 7.14% they have expressed they are very proud to make such an interview. 7.14% of them on the other hand stated that they felt themselves mature. It can be seen that the interviews executed by the students have more positive influence on them.

*“While I was having interview with my elders, they took me into account seriously, I feel very emotional because of this.”*

From this answer it can be understood that Ö21 is positively influences of the interview since the elders consider him/her seriously. It is also stated the emotionality because of the experienced older days.

*“Actually I was very happy because it was very fine to spend time with my elders.”*

From this answer Ö19 states that he/she is satisfied with the interview executed. He/She expressed the satisfaction from the interview with his/her elders with the own words.

*“It is a nice feeling to have conversations and interviews with people. It gives peace, relaxation and happiness to a man.”*

Ö20 expresses the happiness as a result of the interviews executed. Also the student stated the feeling of peace as a result of the interview executed.

According to the analysis results the answers given to the questions by the students who attended interviews are given as percentages and frequency distributions on table 7 “Do you believe that your elder take you into account seriously? *Please explain?*”.

**Table 7.** Analysis of the answers to the third interview questions of the students

Themes	<i>f</i>	%
Yes	19	86.37
Partially	2	9.09
No	1	4.54
<b>Total</b>	<b>22</b>	<b>100</b>

As can be seen from Table 7, students stated that they were taken seriously by the 86.37% people who attended the interviews. 4.54% of them stated that they were not taken seriously. The answers to the questions given by the students are as follows;

*“Yes I do think so, because he/she was shaking while talking to me.”*

Ö22 stated that he/she is taken seriously by the ones that he/she interviewed. Through taking into account the hand and face expressions of the people interviewed, he/she stated that they replied with their hands shaking, and it is expressed that they are taken seriously.

*“Yes because he/she was telling attentively.”*

Ö5 states the ones he/she interviewed replied the questions attentively. This conversation question supports that this is a convenient and appropriate environment for the secondary school students to execute oral history studies. From this point of view it is revealed that elders are motivated in making oral history studies with the students.

According to the analysis results the answers given to the questions by the students who attended interviews are given as percentages and frequency distributions on table 8 “Will you be able to compare the information you have got from the interviews with the elders you’re your experiences from today regarding the climate?”.

**Table 8.** Analysis of the answers given to the fourth interview question of the students

Themes	<i>f</i>	%
Weather events are less	14	43.75
There is climate change	5	15.62
Natural disasters are less	4	12.5
Transportation is difficult	3	9.37
Livelihood resources increased	1	3.12
Other	5	15.62
<b>Total</b>	<b>32</b>	<b>100</b>

As can be seen from Table 8, according to the knowledge obtained from the interviews with the elders, students state that in rate of 43.75% weather conditions are relatively less compared to former times. The sample answers of the students can be summarized as follows;

***“Especially I will be able to compare regarding the seasons, because now neither it snows as it was before, nor it rains considerably.”***

Ö13 compares the past and present, and states that today there is no snow and no rain as it was in former times.

***“It was snowing rather more in the past, today there is less snow, in the former times everything is different from now and now it is different either.”***

Ö10 states as a result of the interview that there is no snow as it was in former times. Also he/she emphasized the difference of the past and present.

## **CONCLUSION AND DISCUSSION**

With this study it has been observed that students and adults came together and had one and one communication actively and used an oral history method and at the same time had learned to make comparisons between the past and present. In the direction of two sub-problems of the research study results taken from the analysis results are given briefly below.

It can be seen from the majority of the experiences of the people that, they are strongly related with the covering of snow of the roads, hard struggles because of snowfall, subjecting to rain and frost events, lightning, flood and flood related damages. Almost entire people who attended interviews expressed the fact that there was more snow in the past. Again the majority of the people who attended the interviews state that there is more rain in the past than today. Quite less people state that rains are normal in former times according to the seasons but today they are instant. Regarding the rainfall situation from the past to today it has been expressed that there is no considerable difference.

Unlike findings, according to the official records of Turkish State Meteorological Service (appendix-1), for about last 35 years there have been important tides of annual rainfall, it is seen that there hasn't been a dramatic change of the precipitation amount. So the findings and the official numbers contradict in this situation. The reason for this may be the result of misconceptions of the attendants of the study, the effect of technological and transportation development on the thoughts of the attendants.

As a result of the interview with the students at the end of the research study related with their point of views to the process and their perceptions, the students stated that they gained knowledge regarding old lives, natural disasters and weather events. Students expressed the fact that they are taken seriously by their elders during the interviews. Students via comparing the past and present with the knowledge they gained through interviews stated that weather events decreased and the reason for this is claimed to be climate change. As a result of the analysis made through the tables students express the fact that they are happy and satisfied with this study. From the interview form analysis results, it can be observed that students evaluate this activity rather positively. These findings indicate the fact that the applications support the improvement and contribution of change and sustainability in students. Within the oral history

study that is executed by Kaplan (2005) the students collected data through interviews with the old people who are residing in Senior Centre, and thus through the oral history it has been examined how their historical thinking skills are changed. Sarı (2007) within the research study, among the four children attended the study regarding the research of perception of change and sustainability that is gained through oral history activities to students, are very satisfying levels in the subject of Cyprus. In this study as well towards the improvement of the skills of student applications and feedback exist. According to this the findings of formerly executed two research studies have similar findings with the findings of this research study.

It can be stated through the oral history study that is executed by the students, they gained awareness about the climate change which is a reality of the world. With the memories and knowledge they have collected from the people that they had interviews, they learned to make comparisons between the past and the time they are living in regarding the climate events and weather conditions. Also with this study the student has the chance to be integrated in the society where they are living. At the end of the oral study activity done by Brooks (1997) the students discovered the skills that they already possess but they don't know, and learned to make research and to ask effective questions, they gained the skill to have communication with people easily. Also the research study enables the establishment of a bridge between different generations. The people who had interviews had the happiness to tell their memories to the students listening to them. Within the research study of İncegöl (2010) students stated using the oral history method the subjects became joyful to learn and can be learned easily, and especially stated they had enjoyable time during the interviews part. From this point of view it is clear that student interviews reveal rather didactic subjects. Students enjoyed to have conversations and to share the same environment with their grandfathers and grandmothers who are much older than them. It can be stated that students enjoyed from this study, had fun with their elders and had the chance to learn new things at the same time interactively.

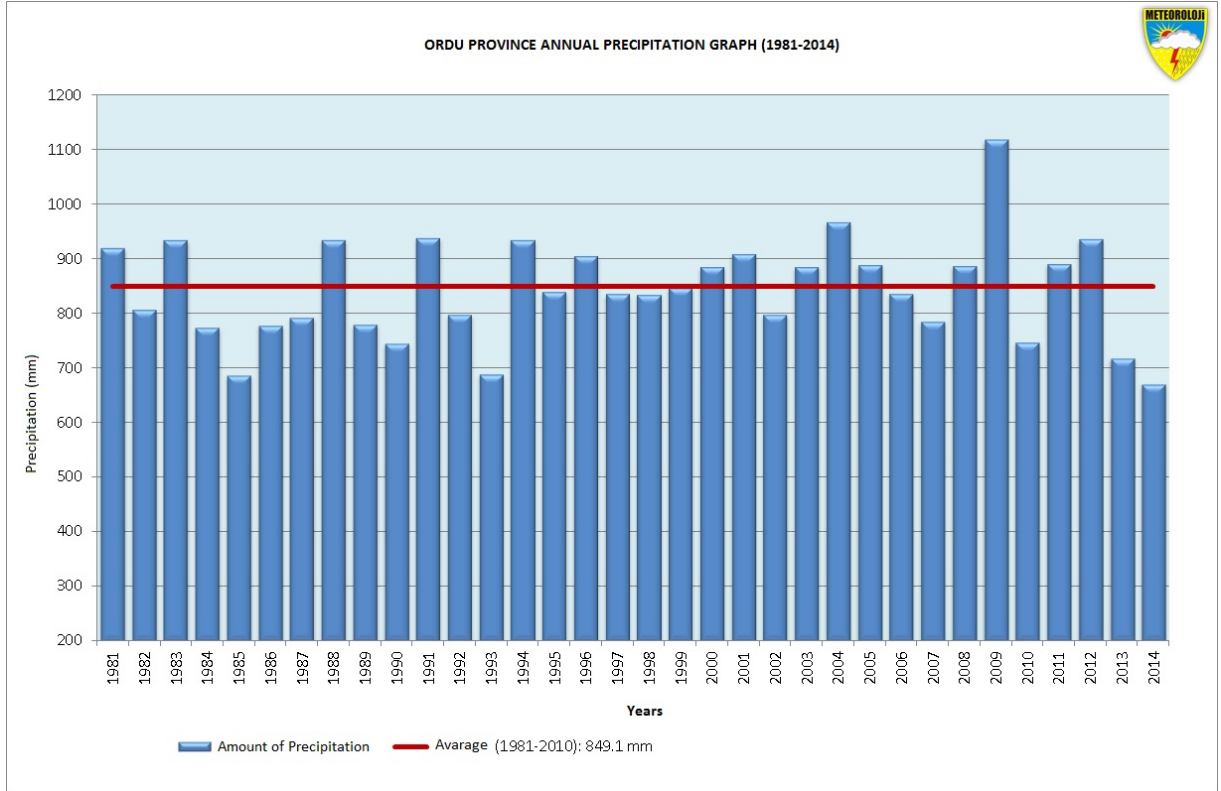
This research study serves the learning by doing and living principle via using the constructive education and training approach. Student individual is active within the study. He/she executes the interview individually and can orientate themselves. Learning is achieved with fun at the same time with an interaction. Thus, students and the people who had interviews gain awareness regarding the climate change. Moreover, using a historical research method leads to learning some geographical information as well and this is evaluated to be a basis for future interdisciplinary learning environment.

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Appendix – 1



Resource: <http://www.mgm.gov.tr/veridegerlendirme/yillik-toplam-yagis-verileri.aspx?m=ordu#sfB>

## GENİŞ ÖZET

İklim değişikliği son dönemde önemini gittikçe arttıran konulardan biridir. Bu çalışma, bütün dünyada olduğu gibi ülkemizde de yaşanan iklim değişikliği olgusu ile ilgili olarak sözlü tarih yöntemi kullanılarak insanların iklimin değişmesine bağlı olarak geçmişten günümüze ne gibi etkileri olduğunu, yaşamlarını, geçimlerini nasıl etkilediklerini yaşadıkları anılarla belirlemek ve öğrencilerin bu deneyimleri ile görüş ve düşüncelerini incelemek amacıyla yapılmıştır. Bu araştırma ile aynı zamanda öğrencilerin yetişkinler ile görüşme yaparak hem sosyal becerilerinin gelişmesine hem de geçmiş ve günümüz arasında ilişki kurmalarına, yaparak ve yaşayarak öğrenmelerine olanak sağlaması da amaçlanmıştır. Aynı zamanda, öğrencilerin tamamen aktif olduğu bir yöntem kullanılarak iklim değişikliği olgusunun birinci şahıslardan dinleyerek fark etmelerine de olanak verilmiştir.

Bu amaç doğrultusunda yapılan araştırmanın alt problemleri aşağıdaki gibi belirlenmiştir:

1. Araştırmaya katılan kişilerin iklim değişikliği ile ilgili düşünceleri nelerdir?
2. Araştırmaya katılan öğrencilerin sözlü tarih çalışma deneyimi ile ilgili görüş ve düşünceleri nelerdir?

Yapılan çalışmada nitel araştırmalarda en sık kullanılan yöntem olan “Görüşme” kullanılmıştır. Araştırmanın çalışma grubu, Ordu ili, Gökçöy ilçesinde bulunan Milli Eğitim Bakanlığına bağlı bir ortaokulun 5., 6., 7. ve 8. sınıfına devam eden 22 öğrenciden oluşmaktadır. Çalışma grubunda yer alan öğrenciler araştırma amacına uygun olarak 3'er ve 4'er kişilik küçük çalışma gruplarına ayrılmıştır. Çalışmaya katılan öğrencilerin 16'sı kız, 6'sı ise erkektir. Öğrenciler, 50 yaşın üzerinde olan ve gönüllülük esasına göre belirledikleri 24'ü kadın ve 23'ü erkek toplam 47 kişi ile görüşme yapmışlardır.

Bu çalışmada veri toplamak amacı ile iki ölçek kullanılmıştır. Birinci ölçek, öğrenci grubunun iklim değişikliği konusunda büyüklerinden bilgi almak amacıyla geliştirilmiş 4 adet açık uçlu sorudan oluşmaktadır. İkinci ölçek ise sözlü tarih etkinliğinden sonra öğrencilere yöneltilen, onların büyükleri ile

yapmış oldukları görüşmeden neler öğrendiklerini, görüşme boyunca neler hissettikleri, ne gibi sonuçlar çıkardıklarını belirlemek amacıyla geliştirilmiş 4 adet açık uçlu sorudan oluşmaktadır.

Araştırmacı tarafından hazırlanan öğrenci yönergesinin 22 öğrenci tarafından okunup anlaşıldığından emin olduktan sonra, araştırmacı öğrencilerle uygulama öncesi görüşmeler yapmış, yapılması gerekenler ile ilgili bilgiler vermiştir. Sonrasında öğrencilerin okul harici zamanlarda alana çıkarak görüşmeler yoluyla veri toplamaya başlamaları istenmiştir. Öğrencilerin verileri araştırmacı tarafından temin edilen ses kayıt cihazlarına toplamaları istenmiştir. Ses kayıt cihazlarındaki görüşme verileri araştırmacı tarafından deşifre edilmiş ve analize hazır hale getirilmiştir.

Öğrencilerden elde edilen görüşme verileri ise sözlü tarih uygulamasının akabinde ders harici zamanlarda yazıp getirmeleri istenerek toplanmıştır. Öğrenciler, formaların doldurulmasında tamamen içten ve ayrıntılı yazmaları hususunda bilgilendirilmişlerdir.

Öğrencilerin ses kayıt cihazı ve alan notları alarak toplamış oldukları veriler araştırmacı tarafından teslim alınmıştır. Ses kayıt cihazındaki verilerin tamamı ilk aşamada bilgisayar ortamına deşifre edilerek aktarılmıştır. Öğrencilerin iklim değişikliği konusunda çevresindeki dedelerinden ve ninelerinden bilgi almak amacıyla sorulan sorulara verilen cevaplar içerik analizine tabi tutulmuştur. Daha sonrasında temalar oluşturularak gruplandırılmış ve bunların yüzdeleri ve frekans dağılımı hesaplanmıştır. Yine aynı şekilde öğrencilere yönelik, onların büyükleri ile yapmış oldukları görüşmeden neler öğrendiklerini, görüşme boyunca neler hissettikleri, ne gibi sonuçlar çıkardıklarını belirlemeye yönelik sorulan soruya verdikleri cevaplar gruplandırılmış yüzde ve frekans dağılımı yapılmıştır. Görüşme yapılan kişilere G1, G2, G3, G4 ..... G47, öğrencilere ise Ö1, Ö2, Ö3 ..... Ö22 şeklindeki kodlarla rumuzlar verilmiş ve örnek ifadelerde bu kişilerden alıntılara yer verilmiştir.

Bu çalışma ile öğrenciler, yetişkinler ile bire bir iletişim kurarak aktif olduğu sözlü tarih yöntemi kullanılmış ve aynı zamanda geçmiş ve günümüz arasında karşılaştırmalar yapabilmeyi öğrendikleri görülmüştür. Araştırmanın iki alt problemi doğrultusunda yapılan analiz sonuçlarından ulaşılan sonuçlar aşağıda verilmiştir.

Görüşme yapılan kişilerin anlatmış oldukları anıların çoğunluğunu karların yolları kapaması, kar yağışlarından kaynaklanan zorlu mücadeleler, yağmura, doluya yakalanma olayları, şimşek çarpmaları, sel ve selin vermiş olduğu zararlar şeklinde olduğu görülmektedir. Görüşme yapılanları neredeyse tamamı eskiden kar yağışlarının günümüzden fazla olduğunu ifade etmişlerdir. Yine görüşme yapılanların büyük bir çoğunluğu eskiden yağmur yağışlarının günümüzden fazla olduğunu belirtmişlerdir. Çok az bir kısım eskiden yağmurların mevsimlere göre normal olduğunu günümüzde ise anlık olduğunu belirtmişlerdir. Yağmur yağışlarında geçmişten günümüze pek fark olmadığını ifade edenler de vardır.

Öğrencilerle araştırma süreci bitiminde, sürece ilişkin bakış açıları ve algıları boyutunda yapılan görüşme sonucunda öğrenciler eski yaşantılar, doğal afetler ve hava olayları hakkında bilgi sahibi olduklarını belirtmişlerdir. Öğrenciler görüşme boyunca büyükleri tarafından ciddiye alındıklarını ifade etmişlerdir. Öğrenciler görüşme ile edindikleri bilgilerle geçmişi ve günümüzü karşılaştırarak hava olaylarının azaldığını ve bunun sebebinin iklim değişikliği olduğunu belirtmişlerdir. Tablolar aracılığıyla yapılan analizler sonucunda öğrenciler bu çalışmadan mutlu olduklarını ve etkilendiklerinin belirtmişlerdir. Görüşme formu analiz sonuçlarından, öğrencilerin bu faaliyeti oldukça olumlu karşıladıkları görülmektedir. Bu bulgular, uygulamanın öğrencilerde değişim ve süreklilik becerilerinin gelişmesine katkı sağladığını göstermektedir.

Öğrencilerin yapmış oldukları sözlü tarih çalışması ile bir dünya gerçeği olan iklim değişikliği konusunda farkındalık kazandıkları söylenebilir. Görüşme yaptıkları kişilerden edindikleri anılarla, bilgilerle geçmişi ve içinde yaşadığı zamanı iklim olayları ve hava durumları konusunda karşılaştırma yapabilmeyi kazanmışlardır. Ayrıca bu çalışma ile öğrenci içinde yaşadığı toplumla iç içe olma şansını yakalamıştır.

Bu araştırma yapılandırıcı öğrenme-öğretme yaklaşımının yaparak yaşayarak öğrenme ilkesine de hizmet etmektedir. Öğrenci bizzat kendisi aktiftir. Görüşmeyi kendisi yapmakta ve kendisi yönlendirmektedir. Öğrencinin eğlenerek, etkileşim halinde olduğu bir öğrenme gerçekleşmektedir. Böylece öğrenciler ve görüşme yapılan kişiler iklim değişikliği konusunda bir farkındalık kazanmaktadır. Bunun yanında bir tarih araştırması yöntemini kullanarak coğrafya ile ilgili bazı bilgileri de öğrenmelerine ve disiplinlerarası öğrenme ortamının oluşturulmasına zemin hazırlanmıştır.