



## “No Student Not Met Museum Education” A Practice of Volunteer Education Program in the Museum \*

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Alper Yetkiner\*\*

Ceren Karadeniz\*\*\*

Zekiye Çıldır Gökaslan\*\*\*\*

### Abstract

The “museum education”, which has been on the agenda in Turkey since 1990, was formalized along with the developments in museum approaches of Ministry of Culture and Tourism and the efforts of Ministry of National Education, Board of Education for integrating the museums with training. This study was focused on the evaluation process of museum education program carried out by the Museum Education Volunteers of Association for Supporting Contemporary Life (CYDD) in the school and at the Museum of Anatolian Civilizations with 4<sup>th</sup> graders in Ankara. The program, which was developed in 2014, carried out between 2014-2017 and reached to 985 students in total, was prepared with the aim of determining the quality of education given to voluntary museum educators and the levels of attaining the goals. The program indicated that the participants had knowledge about museum and museum education and their basic knowledge increased along with the education. The views of participants indicated that the program achievements and content were in conformity with the expectations and needs of participants; the findings concerning learning-teaching process demonstrated that the education program was successful.

**Keywords:** Museum education, museum volunteer, museum education program, CIPP model, Museum of Anatolian Civilizations.

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\*\* Assist. Prof. Dr., Kilis 7 Aralık University, Muallim Rifat Faculty of Education, Department of Educational Sciences, Curriculum and Instruction, Kilis, Turkey, E-mail: alperyetkiner@gmail.com, <https://orcid.org/0000-0001-8213-9732>

\*\*\* Res. Assist. Dr., Ankara University, Faculty of Fine Arts, Departments of Museology, Ankara, Turkey. E-mail: ceren\_blacksea@hotmail.com, <https://orcid.org/0000-0001-5773-8557>

\*\*\*\* Assist. Prof. Dr., Artvin Çoruh University, Faculty of Arts and Design, Departments of Visual Arts and Design, Artvin, Turkey. E-mail: zcildir@gmail.com, <https://orcid.org/0000-0002-9203-7200>

## “Müze Eğitimiyle Tanışmayan Öğrenci Kalmasın” Müze Gönüllü Eğitim Programı Uygulaması\*

|                                 |                                     |                                   |
|---------------------------------|-------------------------------------|-----------------------------------|
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|---------------------------------|-------------------------------------|-----------------------------------|

**Alper Yetkiner\*\***

**Ceren Karadeniz\*\***

**Zekiye Çıldır Gökaslan\*\***

### Öz

Müze eğitiminin Kültür ve Turizm Bakanlığı (KTB) ve Millî Eğitim Bakanlığı (MEB)’nın çabalarıyla yaygınlaşmasıyla birlikte müze eğitiminde rol alacak kişilerin uzmanlaşmaları için hizmet içi eğitim etkinlikleri düzenlemek, müze ile okul yönetimleri arasındaki koordinasyonu sağlamak, müze eğitiminde pilot okul uygulaması başlatmak, ders kitaplarında müzelere ilgiyi artıracak görsellere, yazılı metinlere yer vermek, müzelerden doğrudan yararlanma olanağı olmayan okullardaki öğrencilerin müzeler hakkında bilgi edinmelerini sağlamak, müzeler haftasında okullarda, müzelerde etkinlikler düzenlenmek gibi hedefler belirlenmiş, uygulanmaya başlanmıştır. Bu çalışma Çağdaş Yaşamı Destekleme Derneği müze gönüllülerinin Ankara’da MEB’e bağlı bir ilkokulun 4. sınıf öğrencileriyle okulda ve Anadolu Medeniyetleri Müzesi’nde gerçekleştirdikleri müze eğitimi programının değerlendirilme sürecine odaklanmıştır. 2014 – 2017 yılları arasında sürdürülerek 985 öğrenciye ulaşan program, gönüllü müze eğitimcilerinin verdikleri eğitimin niteliğini ve hedeflere ulaşma düzeylerini saptamak için hazırlanmıştır. Programın değerlendirilmesi için katılımcıların ön test ve son testten aldıkları puanlar arasında anlamlı bir fark olup olmadığı, programın etkililiğine ilişkin görüşleri, programın kazanımlarının ve içeriğinin katılımcıların beklenti ve ihtiyaçlarına uygunluğu, öğrenme-öğretme sürecinin programa uygunluğu, program öğelerinin, öğretim stratejilerinin, kapsamının ve değerlendirmesinin birbirleri ile tutarlılığı incelenmiştir. Program, katılımcıların müze ve müze eğitimi konularında bilgi sahibi olduklarını, eğitimle birlikte bu konudaki bilgilerinin arttığını göstermektedir. Program kazanımlarının ve içeriğinin katılımcıların beklenti ve ihtiyaçlarına uygun olduğu, eğitim programının başarılı olduğu görülmüştür.

**Anahtar Sözcükler:** Müze eğitimi, müze gönüllüsü, müze eğitimi programı, CIPP modeli, Anadolu Medeniyetleri Müzesi.

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\*\*Dr. Öğretim Üyesi, Kilis 7 Aralık Üniversitesi, Muallim Rıfat Eğitim Fakültesi, Eğitim Bilimleri Bölümü, Eğitim Programları ve Öğretim Anabilim Dalı, Kilis, Türkiye, E-posta: alperyetkiner@gmail.com, <https://orcid.org/0000-0001-8213-9732>.

\*\* Dr. Araştırma Görevlisi, Ankara Üniversitesi, Güzel Sanatlar Fakültesi, Müzecilik Bölümü, Ankara, Türkiye. E-posta: ckaradeniz@ankara.edu.tr , <https://orcid.org/0000-0001-5773-8557>

\*\* Dr. Öğretim Üyesi, Artvin Çoruh Üniversitesi, Sanat ve Tasarım Fakültesi, Görsel Sanatlar ve Tasarım Bölümü, Artvin, Türkiye. E-posta: zcildir@gmail.com, <https://orcid.org/0000-0002-9203-7200>

## Introduction

As Ambrose and Paine (2006, p.18) stated, the museum adopted as an institution making a contribution to formation and development of observation, logic, creativity and imagination of 20<sup>th</sup> century has been making an effort to be an institution, which offers a different learning and recreation experience to its visitor by combining the new education methods and techniques with activities such as observation, practice and regression, etc., about bringing up creative individuals who question and think as foreseen by modern education. Golding and Modest (2013, p.20) emphasize this is derived from the functions and responsibilities of museums for showing people ‘‘how to make the world a better place’’ based on the past experiences as well as that the museums also reflect the modern world to people. This aim and goals indicate that the definition of museum has changed along with the functions and sense of museum. Harrison (2005, p.38) uttered the ways of various museums for expressing their own missions as follows: the museums aim to access the public with scientific studies, activities and publications.

The question of what the museum is also defined with the question of ‘‘what they are not’’. Marcus, Stoddard and Woodward (2012, p.7-8) emphasized that the museums are a significant nonformal learning environment in the history education, stated that these institutions provide unique learning experiences which can increase the knowledge and skills of students and they are reliable resources for accessing the information by ensuring the interaction with real objects. According to Kaschak (2014, p.108), the benefit is obtained from museum specifically within the citizenship education. The museums play key roles with their collections available in terms of construction of national identity and with their ways of presenting and interpreting these collections and their motivations for presenting them with the aim of publicity (Fladmark, 2014, p.13).

Hein (2004, p.413) stated training the museum officers within the scope of museum education is another significant issue. Providing in-service training given to them concerning to education and communication functions of museum is important since the miscellaneous information and skills such as the characteristics of individuals who visit the museum, stories of cultural products, how the products will be offered, which education programs will be applied to whom, which museum education activities will be applied in and outside the museum and communication with the public, should have been acquired. The education experts in the museums guide the visitors in the tours introducing the galleries and play an active role in the preparation of catalogues, maps, guide books and etc. The scope of duty and responsibility having a key role and it becomes a problem for museums when the sufficient employment is not provided in terms of museum where the museum educators are not common such as Turkey.

According to Orr (2006, p.195), the increasing number of volunteers in the cultural heritage sector demonstrates the wish of people having same field of interest for having leisure time experience and revealed that the volunteers in the field of cultural heritage are the ones ‘‘who most visited’’ the heritage field. Hirzy (2007, p.12) emphasized that the volunteers such as museum volunteers are willing to maintain their interests to this field. They are important driving forces for museums in every field. There are studies concerning that the museums are dependent on volunteers in the worldwide and stated that nine out of ten museums in England and Australia work in cooperation with them. 65% of labor force in Canada museums consists of volunteers based on 2011 data of Canada Museums Association. However, this driving force created their own in miscellaneous countries. American Association of Museum Volunteers and Australian Gallery Guides Organization are the others (Holmes and Edwards, 2008, p.157). According to (Syms, 2016) the volunteers are secret weapons of museum and they are ‘‘passionate people’’ named as volunteer among miscellaneous factors affecting the success of a museum. Hibbins (2017) stated that, it is important to create a volunteer policy and developing resource in conformity with the policy for developing the museum volunteers because the labor exploitation in the culture institutions give a considerable rise to concerns about putting the volunteers who will not be get paid, in the paid positions within the museums.

The museum volunteer is a person who not only visits the museums but also likes sharing his/her experiences with visitors. According to Ivens (2011), everybody who donates their times to an organization freely for providing benefit to others are volunteers no matter what they do... When the

International Council of Museums (ICOM) put the museum volunteering on the agenda as a theme of International Museums Day (Friends of Museums) for the first time on May 18, 2003, it stated that this position lessens the burden of museum experts, it enriches the museums by diversifying its services and it makes contribution to sustainability of institutional culture (Comelli, 2002).

It cannot be said that the museum volunteering is a practice which has been put into practice systematically in Turkey while it is common in the world. The museum volunteering is generally taken into hand within the scope of internship in Turkish museums. Either the public museums or private museums are accessible by volunteers and all students specifically who want to undergo training in the fields of art, art history, museum, literature and other branches but we cannot refer them as systematic and sustainable volunteering studies.

### **Museum Education in Turkey**

Museum education came to the forefront in Turkey along with the adoption of reconstructive approach in education programs and the nonformal environments were identified as the learning areas. In 2005-2006 academical year one of the learning areas of primary school art activities syllabus was determined as ‘museum culture’ and visual arts syllabus was determined as ‘museum awareness’. Within this period, some public museums and foundation museums as well as science centers aimed that visitors of various age groups could get benefit from museums effectively by means of education departments created. The Culture and Art Cooperation Protocol was signed between Ministry of Tourism and Ministry of National Education in 2016 and it is aimed to give information to Turkish students about various art branches and increase their awareness of art; to increase the interest to art and artist and reveal the skills devoted to art. Within this process, it is foreseen that the benefit will be provided from museum intensely. However, it was emphasized that the actions for enabling the museums serving as an educational establishment beyond being a place for storing and exhibiting, again in 3<sup>rd</sup> Council of National Culture which was organized in 2017; it was stated that the activities such as education, publishing, communication and introduction, etc. shall be paid attention as well as collection management in the museums (Report of 3<sup>rd</sup> Council of National Culture, 2017).

The Program covers the museum education given to ‘volunteer museum educators’ created by the Association for Supporting the Contemporary Life (CYDD) and which was prepared with the aim of determining what is the quality of education given and determining the achievement levels of goals. In this study, it was aimed to give information on museum education in the primary and secondary schools with the findings obtained with various forms prepared and to carry out improvement works accordingly. As well as the preparation and implementation of trainings, it is important to determine whether the teachers have acquired the targeted behaviors or not at the end of educations. Therefore, three-days ‘Museum Education Program’ given by volunteer museum educators. In this study, it was aimed to evaluate the ‘Museum Education Program and Volunteer Museum Educators’ within the direction of three-step process which was organized by CYDD volunteers and conducted in the school and Anatolian Civilizations Museum with 4<sup>th</sup> graders of a primary school located in a district of Ankara. The questions which were tried to be answered to fulfill this aim are as follows:

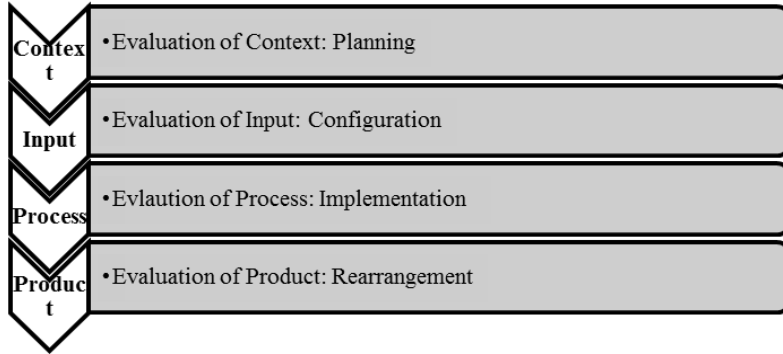
1. Was there a significant difference between pre-test and post-test scores of participants who participated the study?
2. What were the opinions of participants with respect to the efficiency of program?
3. Were the achievements and content of program in conformity with the expectations and needs of participants?
4. Was the learning-teaching process conducted in conformity with the program?
5. Were the items, teaching strategies, scope of evaluation of program consistent with each other?

## **Method**

### **Research Design**

In this study, the mixed research model was used. Creswell (2003) explained the mixed model as combining the qualitative and quantitative method, approach and concepts within a study or

successive studies. The program evaluation model preferred for explaining the research was CIPP (context, input, process, product) which was developed by Stufflebeam.



**Figure 1.** *Stufflebeam CIPP Model*

The CIPP Model (Context, Input, Process and Product Model) is a model which enables the use of formative and summative evaluations of programs, projects, personnel, products, institutions and systems. It is seen that the model includes a process with respect to describing, acquiring and interpreting the necessary information (Özdemir, 2009). The CIPP model consist of context, input, process and product has the quality of an extensive frame program concerning to evaluation (Stufflebeam, 2000). When the model is taken into hand, it is seen that decision-making is important in four fields with respect to implementation and rearrangement (Orstein & Hunkins, 1988; cited by Gözütok, 1999).

The evaluation of context consists of the process where the needs are detected, and targets are determined and the decisions about priorities and outcomes are made (Stufflebeam, 2000). According to model stipulating the necessity of evaluating the environment for determining the targets, the evaluation of environment is also referred as “case analysis” (Reece & Walker, 1993; Akt. Gözütok, 1999). The evaluation of input is the stage determining some approaches, plans and feasibility of these plans with the aim of achieving the goals and fulfilling the targeted ones (Stufflebeam, 2000). The readiness levels of students for program, the competence levels of teachers with respect to implementation of program, sufficiency of resources, efficiency of teaching materials to be used and capacity of school are the data required to be determined at this stage (Gözütok, 1999). The evaluation of process is a stage in which the implementation is made. It is the part of process in which the documents are used, and miscellaneous strategies are benefitted. The decisions are made, and the results are interpreted (Stufflebeam, 2000). It is the part of process in which the pilot scheme can be made and the availability of tools, program cost and student-teacher satisfaction are taken in hand. The observation forms, questionnaires, achievement and performance tests and inventories can be used. The evaluation of product is the field where the issues such as to what extent the targets have been achieved are examined, the differences between expected and observed target are mentioned, success ratio is determined, and the employment of graduates are taken in hand. The performance tests, observation forms, questionnaires, achievement tests, job satisfaction scales can be used for seeking responses to questions. It can be possible to maintain, amend and cancel the program based on the data obtained (Gözütok, 1999).

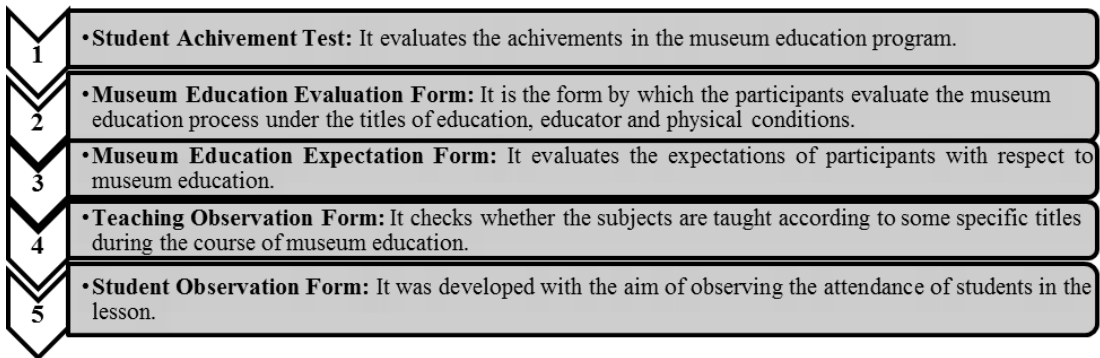
### **Study Group**

There were two study groups in the research. The first group consisted of six museum volunteers who were the members of CYDD and undergoing training on museum education. The second group consisted of 40 students who were 4<sup>th</sup> graders in a primary school in Etimesgut district of Ankara.

### **Data Collection Tools**

The research data were collected with the *achievement test, museum education evaluation form, museum education expectation form, teaching observation form and student observation form*

developed by the researchers. Firstly, 13-item achievement test to be replied by 40 primary school students was prepared by researchers in order to evaluate the implementation and efficiency of museum education program conducted in a primary school located in Etimesgut district of Ankara province. It was paid attention that the questions in the achievement test should have the necessary quality to evaluate the achievements in the program developed by researchers and the test was put into its final form with the direction of necessary expert views. The museum education evaluation consisting of education, educator and physical conditions titles was developed with the aim of evaluating 6 volunteer museum educators who provided training to participant students. The museum education Expectation Form was created with the aim of evaluating the expectations of participants with respect to museum education. The teaching observation form was developed with the aim of checking whether 6 volunteer museum educators were teaching the lessons based on specific titles or not. Finally, the student observation form was created for observing the participation of students in the course. And it was created by the researchers with analyzing the other observation forms that used in other researches.



**Figure 2.** *Data Collection Tools*

### **Data Collection and Analysis**

In the first phase of study, a meeting was organized with CYDD volunteers with respect to education. The program developed by researchers was introduced to volunteers and the information about practices were given. Then, the permissions were received from Ministry of National Education and Museum of Anatolian Civilizations for implementation and the practice day was mutually agreed with the school principal and head teacher. The data collection process was conducted in the school for 2<sup>nd</sup> and 3<sup>rd</sup> day and in the museum for 2<sup>nd</sup> day. The achievement test (pre-test) was applied in the first day with the aim of determining the levels of students. Then, the museum education expectation form was distributed to students and they were requested to fill them. Therefore, the expectations from museum education and educators were learned in the museum. The teaching observation forms were kept by researchers with the aim of determining the quality of education given for three days and its conformance to content. Moreover, three researchers recorded their observations devoted to students by means of observation form for three days. The achievement test was reapplied to participants as post-test in the last day of practice with the aim of determining the effect of education. The desk-based research was made by researchers with the aim of determining the consistency of program items, teaching strategies, scope and evaluation and thus, the data collection process was finalized.

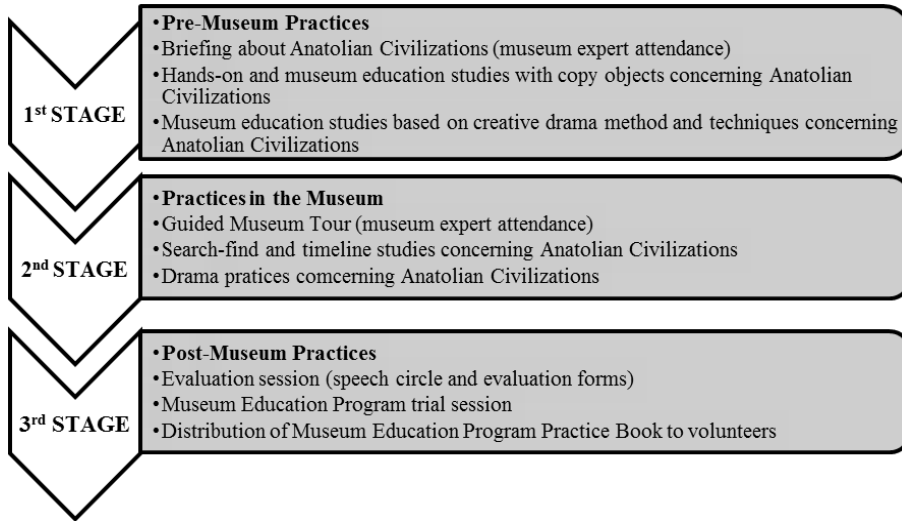


Figure 3. Education Process of Museum Volunteers

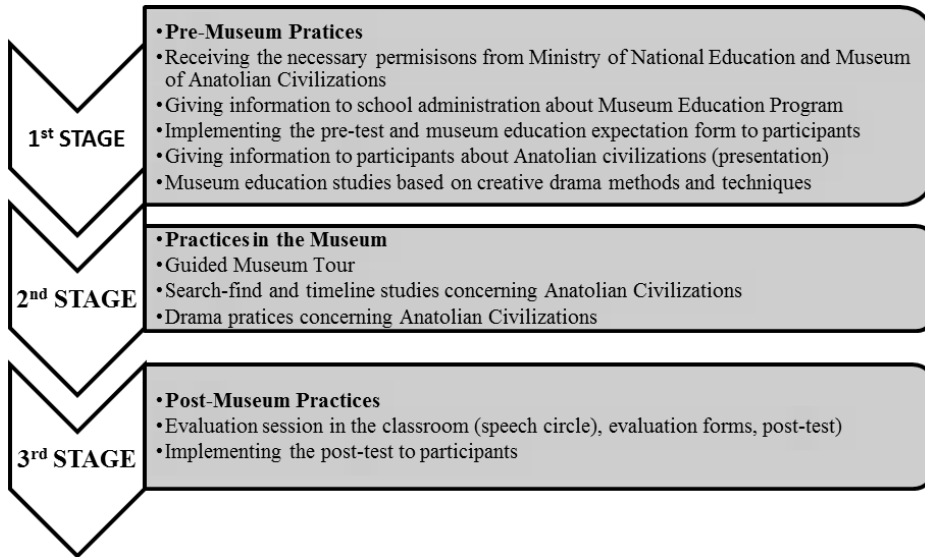


Figure 4. Museum Education Process with Primary School Students

**Results**

The findings concerning the education program evaluation of volunteer museum educators within the scope of museum education conducted by CYDD museum educators in a primary school located in Etimesgut district of Ankara province and Museum of Anatolian Civilizations with 4<sup>th</sup> graders within the direction of the aim of research, are offered and discussed under this title.

**1.The findings and comments on the question of “Was there a significant difference between the pre-test and post-test scores of research participants?”**

**Table 1**

*T-test results of pre-test and post-test scores of museum education program achievement test*

| Evaluation | N  | $\bar{X}$ | S    | Sd | t     | P    |
|------------|----|-----------|------|----|-------|------|
| Pre-test   | 40 | 5.17      | 1.93 | 39 | -9.24 | .000 |
| Post-test  | 40 | 7.50      | 1.97 |    |       |      |

In Table 1, the pre-test and post-test scores of participants are given. There was a statistically significant difference between the pre-test and post-test score mean of participants based on the entire test. [ $t_{(39)} = -9.24; p < 0,05$ ]. The pre-test mean of participants was  $\bar{X} = 5.17$  while the post-test mean was  $\bar{X} = 7.50$ . When the results are taken in hand, it can be said that the museum education program yielded positive results.

## 2.The findings and comments on the question of "What were the opinions of participants on the efficiency of program?"

**Table 2**

*Findings of museum education evaluation form*

|                     |  | Sufficient |    | Partially Sufficient |    | Insufficient |   |
|---------------------|--|------------|----|----------------------|----|--------------|---|
|                     |  | f          | %  | f                    | %  | f            | % |
| EDUCATION           | Content of the program                               | 39         | 97 | 1                    | 3  | 0            | 0 |
|                     | Contribution to personal development of the students | 39         | 97 | 1                    | 3  | 0            | 0 |
|                     | Examples   | 38         | 95 | 2                    | 5  | 0            | 0 |
|                     | Preferred evaluation tools                           | 39         | 97 | 1                    | 3  | 0            | 0 |
|                     | Answers to expectation                               | 36         | 90 | 4                    | 10 | 0            | 0 |
| EDUCATORS           | Topic knowledge                                      | 38         | 95 | 2                    | 5  | 0            | 0 |
|                     | Interaction between teacher and the students         | 38         | 95 | 2                    | 5  | 0            | 0 |
|                     | Sufficient use of methods by the teacher             | 39         | 97 | 1                    | 3  | 0            | 0 |
|                     | Effective use of time                                | 37         | 92 | 3                    | 8  | 0            | 0 |
|                     | Effective use of Turkish language                    | 38         | 95 | 2                    | 5  | 0            | 0 |
| PHYSICAL CONDITIONS | General environmental structure of the classroom     | 37         | 92 | 3                    | 8  | 0            | 0 |
|                     | Time for education                                   | 36         | 90 | 4                    | 10 | 0            | 0 |
|                     | Competence of the classroom                          | 36         | 90 | 4                    | 10 | 0            | 0 |
|                     | Number of students                                   | 37         | 92 | 3                    | 8  | 0            | 0 |
|                     | Temperature  | 38         | 95 | 2                    | 5  | 0            | 0 |
|                     | Lighting   | 39         | 97 | 1                    | 3  | 0            | 0 |
|                     | Cleaning   | 37         | 92 | 3                    | 8  | 0            | 0 |

39 (97%) of the participants stated that the content of the programme was sufficient. Contribution to personal development of the students, examples, evaluation tools and answers to expectations were sufficient (%90-%97). Topic knowledge, interaction between teacher and the students, the use of teaching methods by teachers, effective use of time and Turkish language were sufficient (%92-%97). 36 (90%) of them found the general environmental structure of the classroom were sufficient. 36-39 (%90-%97) of them found the time for education, competence of the classroom, number of students, temperature, lighting and cleaning were sufficient.

## 3. The findings and comments on the question of "Were the achievements and content of program in conformity with the expectations and needs of participants?"

The achievements and content of museum education program was prepared in conformity with the aim of enabling them to have knowledge about the museum and museum education. When the



results of museum education expectation form applied to participants are taken in hand, it can be said that the program was successful in general terms. The questions asked to participants are as follows:

- What do you expect from museum education?
- What type of a teaching environment do you think you will encounter in the Museum of Anatolian Civilizations?
- What do you expect museum educators to treat you within the process of education?

With respect to the responses given to the question of “What do you expect from museum education?”, 10 participants stated that they wanted to have knowledge about history and civilizations while 7 participants stated that they wanted to have knowledge about family life of societies, 27 participants stated that they wanted to have knowledge about museum concepts, 10 participants stated that they wanted to have knowledge about historical artifacts, 6 participants stated that they wanted to have knowledge about cuneiform and hieroglyph scripts and 3 participants stated that they wanted to have knowledge about cultural works. Some of responses given by participants to the relevant question are as follows:

*I want to learn our history. I wonder old civilizations very much (Student 1).*

*I want to see things such as cuneiform and hieroglyph scripts and rebus (Student 19).*

*I think we may see the goods belonging to our culture (Student 28).*

It is seen that the expectations of participants from museum education coincided with the achievements.

With respect to the question of “What type of a teaching environment do you think you will encounter in the Museum of Anatolian Civilizations?”, 18 participants expressed an opinion concerning that they would see many historical artifacts and sculptures while seven participants expressed an opinion concerning that they would see historical ruins, eight participants expressed an opinion concerning that the tourists would come to visit, six of them expressed an opinion concerning that there would be officers giving training in the museum and ten participants expressed an opinion concerning that there would be both educational and entertaining environment. Some of responses given by participants to the relevant question are as follows:

*I imagine that I would see King Midas and His Donkey Ears in the museum (Student 15).*

*To illustrate, we may see the things which were used in the past and donated to museum now (Student 17).*

*I think we will come across an entertaining place where we may head towards the lesson curiously and carefully and even we may play games in the way that it will remain in our mind (Student 22).*

It is seen that the expectations of students from the museum were very high and there was a dominance of opinion concerning that they would both see several types of examples and the museum environment would be both educational and entertaining. With respect to the question of “What do you expect museum educators to treat you within the process of education?”, 19 participants stated that they expected educators to be affectionate while 22 of them stated that they expected educators to act respectfully, 34 participants stated that they expected educators to be thoughtful and 30 of them stated that they expected educators to treat them kindly.

#### **4.The findings and comments on the question of “Was the learning-teaching process conducted in conformity with the program?”**

When Table 3 is reviewed, it is seen that the content was given fully except for one topic. The topic of “Religious Beliefs in Anatolian Civilizations” was given partially throughout education. The educators fully benefitted from the question-answer, large group discussion, exhibition and presentation among teaching strategies. Drama and small group discussion were partially used. The educators implemented the achievement test as pre-test before the lessons and as post-test at the end of lessons.

**Table 3***Findings on teaching observation form*

| CONTENT   | COMPLETE | PARTIAL | NONE |
|---|----------|---------|------|
| 1. Concept of Museum                            | ✓        |         |      |
| 2. Museum Knowledge                             | ✓        |         |      |
| 3. Functions of Museum                          | ✓        |         |      |
| 4. Museum Types                                 | ✓        |         |      |
| 5. Concept of Museum Education                  | ✓        |         |      |
| 6. Concept of Culture                           | ✓        |         |      |
| 7. Concept of Cultural Assets                   | ✓        |         |      |
| 8. Knowledge about Anatolian Civilizations      | ✓        |         |      |
| 9. Religious Beliefs in Anatolian Civilizations |          | ✓       |      |
| 10. Concept of Family                           | ✓        |         |      |
| 11. Children's Plays                            | ✓        |         |      |
| <b>TEACHING STRATEGIES</b>                      |          |         |      |
| 1. Creative Drama                               |          | ✓       |      |
| 2. Question-Answer                              | ✓        |         |      |
| 3. Large Group Discussion                       | ✓        |         |      |
| 4. Exhibition                                   | ✓        |         |      |
| 5. Presentation                                 | ✓        |         |      |
| 6. Small Group Discussion                       |          | ✓       |      |
| <b>EVALUATION</b>                               |          |         |      |
| 1. Achievement Test                             | ✓        |         |      |
| 2. Self-Evaluation Form                         |          |         | ✓    |

**Table 4***Findings on observations concerning participants*

|   | OBSERVED | NOT OBSERVED |
|---|----------|--------------|
| The students know what will be processed in the course.                                     | ✓        |              |
| The students can access the source of knowledge.  | ✓        |              |
| The students freely express their opinions verbally.  | ✓        |              |
| The students bring all the information equipment that they will benefit from in the course. | ✓        |              |
| The students answer the teacher when she/he ask a question suddenly.                        | ✓        |              |
| The students can give recent examples.  | ✓        |              |
| The students ask questions which indicate they have high-level thinking skills.             | ✓        |              |
| The students ask questions that make them good listeners.                                   | ✓        |              |
| The students are willing to do researches.  | ✓        |              |
| The students represent the outcomes of the research willingly.                              | ✓        |              |
| The students are willing to communicate with their friends.                                 | ✓        |              |
| The students are willing to transfer what they know with their friends.                     | ✓        |              |
| The students are volunteer in participating individual activities.                          | ✓        |              |
| The students are volunteer in participating group works.                                    | ✓        |              |

When Table 4 is reviewed, it was seen that students knew what would be processed in the course, accessed source of knowledge, brought all the information equipment that they would benefit from in the course. They freely expressed their opinions verbally, answered the teacher when she/he asked a question suddenly, gave recent examples, asked questions which indicate they have high-level thinking skills. They asked questions that make them good listeners. They were willing to do

researches and presented the outcomes of those researches willingly. They were willing to communicate with their friends, to transfer what they know with their friends; they were volunteer in participating individual activities and were volunteer in participating group works.

##### **5. The findings and comments on the question of “Were the items, teaching strategies, scope of evaluation of program consistent with each other?”**

The program items were prepared by the researcher by taking the scope of program in consideration. In this regard, the opinions of program development and evaluation experts were received. It was seen that the program scope and items were consistent. While it cannot be said that the knowledge of volunteer educators on content and implementation of topics were not sufficient, it is seen that the teaching strategies were tried to be used at right place and time and they were consistent with the program items and scope. However, it is seen that the practices applied throughout the education were evaluated. No evaluation concerning how the volunteer museum educators used the knowledges acquired in their own trainings was made. In conclusion, the program items, teaching strategies, scope and evaluation process were consistent when some deficiencies were neglected.

#### **Discussion, Conclusion and Recommendations**

Museum Education Program was evaluated by students and volunteer museum educators who participated it. There was a statistical difference between pre-test and post-test scores of participants. It was determined that the mean showed an increase and the museum education program gave positive results. The participants found the program sufficient under the titles of education, educator and physical conditions with respect to the efficiency of program. The ratio for finding the program sufficient did not drop below 90%. When the title of conformance of program achievements and content to the expectations and needs of participants is reviewed, it is seen that the participants expected from the museum education to have knowledge about the history and civilizations, family life of old societies, museum concepts, historical artifacts, cuneiform and hieroglyph scripts. With respect to the question of what type of an environment they expect to encounter, the opinions concerning that they would come across historical artifacts and monuments, they would see historical ruins, the tourists would come to visit, and they would come across both an educational and entertaining environment with the officers giving education in the museum. They stated that they expect museum educators to treat them affectionately, thoughtfully and kindly. It drew the attention that only one topic was given partially while it was seen that the program content was given in accordance with the training process. It was seen that drama and small group discussion among the teaching strategies were given partially and the achievement test was applied as the pre and post tests for evaluation. When it was considered that the program was applied by educators following three-day preliminary training, it can be said that these educators had limited experience on basic warm-up activities in the creative drama practices.

It was observed that the participants attended to process well prepared, they gave the source of information, they expressed their opinions, replied when their opinions were asked and asked unique questions related to topic. They made research in the museum, generalized at the end of researches, showed willingness with respect to understanding the lesson and played an active role in the intraclass interaction. They shared information with their classmates and took charge in the individual and group activities. It can be said that the volunteer educators were no competent knowledge on the contents and implementation of topic, but the teaching strategies were consistent with the program items and scope. In conclusion, the program items, teaching strategies, scope and evaluation process were consistent with each other even if there were some deficiencies.

In this study, it was determined that the program was efficient on volunteer educators. The museum volunteers implemented this training on 985 students in total who were receiving education in ten schools between the years of 2014-2017 in Ankara (Table 5).

**Table 5***Educations given by CYDD volunteer museum educators between the years of 2014-2017*

| Schools and Number of Students who Accessed Museum Education Program Between the Years of 2014-2017 |                                    |                    |
|---|------------------------------------|--------------------|
| Academic Year   | School                             | Number of Students |
| 2013-2014   | Güneşevler Primary School, Ankara  | 153                |
| 2014-2015   | Bilge Kaan Primary School          | 120                |
| 2014-2015   | Mehmet Özcan Torun Primary School  | 155                |
| 2015- 2016  | Şehit İbrahim Çoban Primary School | 240                |
| 2016-2017   | Tuzluca Primary School             | 150                |
| 2016-2017   | Students out of Ankara province    | 167                |
| <b>Total Number of Students</b>   |                                    | <b>985</b>         |

It caught the attention that the museum volunteers expressed their opinions concerning the sustainability of education process, sustainability of education staff, development of self-confidence, impact of museum education and expediency of education with the descriptive analysis applied in the self-evaluation forms. The volunteers laid emphasis on that education aimed to enable the students to learn the past and determinant characteristics of miscellaneous civilizations, to recognize the aim, significance and functions of museums and the significance of museums in terms of transfer and introduction of culture.

The volunteers expressed their concerns about sustainability of education due to some reasons such as the extension of process for receiving legal permissions. Therefore, they had the opinion that increasing their experiences on museum education by carrying out the same education in miscellaneous museum types will positively affect the sustainability. The age range of volunteers was 53-63 years. Therefore, the sustainability of educators was one of the most significant components of education required to be emphasized according to them. The several educators attended each of three-day education since the average of age was high and thus it was ensured that all volunteer educators were listened. Moreover, two volunteers undertook the mission of observer while one volunteer gave the education and thus, they fulfilled the duties of providing the education materials and fulfilling the needs of students. The volunteers gave in-service trainings to volunteer team based on their own experiences in new practices between the years of 2014-2017. The entire of volunteers put emphasis on that their self-confidences showed an increased following second practice and the practice processes were facilitated and in conclusion, they observed the impact of education on students easily.

*I witnessed that some teachers asked us to guide them in the museum after they observed our practices. For a long period security officers and museum employees thought that we were guides and an undercover police officer who grabbed the spinning top, tried to teach how it shall be spun and I think this outline the impact of education very well... (Volunteer 3).*

*Except for a child. That child shut his ears and rested his head against the wall when we entered the class. While we were going out the workshop where we were carrying out metallic coin and stamp studies in the next day of our museum study, we asked them what they were remembering. They told us what they saw. However, the one who first told what he saw, was the student who had not listen us and rested his head against the wall... (Volunteer 2).*

In this study, it was determined that the volunteers who were competent on the museum education methods and techniques, increased the volunteering of museum and museum education in terms of raising the awareness concerning the cultural heritage and museum. Along with the diversity and increase of the type and number of museums in Turkey, the employment problems come on the agenda; the problem of staff to deal with the "education" as the most visible functions of museums come on the agenda. When the museums in Turkey place importance on the accession works, which may bring the volunteers from different fields of specialization together, and gather the volunteers and educators in the museum and prepare the education programs, this will relieve the labor force problem which may arise in the use of museums in the way that the current education program will be supported within the process of informal learning.

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