


Parents' Views on Education with the Museum in the Preschool Period*

Merve Özer 

İstanbul Kültür University

Aslı Yıldırım Polat 

Anadolu University

ABSTRACT

Museums support children's imagination, creativity, curiosity, historical thinking skills and are among the first places that come to mind when it comes to learning environments outside the school. In order for children to benefit from museums and to gain the habit of going to museums from to early age; children should be introduced to museums in the pre-school period. Therefore, both the preschool period and the parents who will introduce their children with museums are very important. At this point, parents can go to museums with their children and give them the feeling that museums are a fun and educational place. This study aims to reveal the views and experiences of parents about education by means of museum visits. In this research, phenomenology was used. Participants of the study were determined by criterion sampling from purposeful sampling methods and interviews were conducted with six parents at two sub, two middle and two upper socioeconomic levels. Data were collected with the structured interview questions developed by the researcher and analyzed by phenomenology analysis method. The results of the study showed that although parents who have high socioeconomic level have higher level of knowledge and awareness about the educational function of the museums, most of the parents do not prefer going to museums due to some reasons, such as; traffic, transportation difficulties and expensive museum entrance fees. Parents should therefore be provided with easy and affordable access to museums and encouraged to participate in educational activities in the museum with their children.

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Merve Özer

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About The Authors



Merve Özer A research assistant at the Department of Pre school Education at Faculty of Education, Kültür University in Turkey. She is continuing her Ph.D. in Pre school Education in Anadolu University. She carries out studies in the field of museum education, creativity and environmental education. e-post: merve.ozer@iku.edu.tr, *Orcid ID: 0000-0002-8474-1425*




Aslı Yıldırım Polat A assistant professor at the Department of Pre school Education at Faculty of Education, Anadolu University in Turkey. She carries out values education, creativity, teacher training and problem solving. e-post: ayildirim@anadolu.edu.tr, *Orcid ID: 0000-0002-8535-3715*

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Okul Öncesi Dönemde Müze ile Eğitime İlişkin Ebeveyn Görüşleri*

Merve Özer 

İstanbul Kültür Üniversitesi

Aslı Yıldırım Polat 

Anadolu Üniversitesi

ÖZET

Müzeler, çocukların hayal gücünü, yaratıcılığını, merak duygusunu, tarihsel düşünme becerisini destekleyen ve okul dışı öğrenme ortamları denilince akla ilk gelen yerler arasındadır. Çocukların müzelerden faydalanması ve erken yaşlardan başlayarak müzelere gitme alışkanlığını kazanması için; çocuklar müzeler ile okul öncesi dönemde tanıştırılmalıdır. Bu nedenle hem okul öncesi dönem hem de çocuklarını müzeler ile tanıştıracak olan ebeveynler, oldukça önemlidir. Bu noktada ebeveynler, müzelerle çocukları ile giderek onlara müzelerin eğlenceli ve eğitici bir yer olduğu duygusunu verebilirler. Bu araştırmanın amacı ebeveynlerin müze ile eğitime ilişkin görüş ve deneyimlerini ortaya koymaktır. Araştırmada nitel araştırma yöntemlerinden olgubilim kullanılmıştır. Olgubilim çalışmalarında katılımcıların olguya ilişkin algı ve deneyimlerine odaklanılmaktadır. Bu nedenle araştırmanın katılımcıları amaçlı örnekleme yöntemlerinden ölçüt örnekleme ile belirlenmiş ve iki alt, iki orta ve iki üst sosyoekonomik düzeyde toplam altı ebeveyn ile görüşme gerçekleştirilmiştir. Araştırmacının geliştirdiği yapı yapılandırılmış görüşme soruları ile veri toplanmış ve olgubilim analiz yöntemi ile analiz edilmiştir. Araştırma sonucunda sosyoekonomik düzeyi yüksek olan ebeveynlerin müzelerin eğitim işlevine ilişkin bilgi ve farkındalık düzeyleri daha yüksek olsa da tüm ebeveynler trafik, ulaşım zorluğu, müze giriş ücretlerinin pahalı olması gibi nedenlerden dolayı müzeye gitmeyi tercih etmediği ortaya çıkmıştır. Bu nedenle ebeveynlerin müzelerle kolay ve uygun fiyatlarla erişmeleri ve çocukları ile birlikte müzedeki eğitsel etkinliklere katılmaları sağlanmalıdır.

Anahtar Kelimeler: Müze, müze ile eğitim, ebeveyn, çocuk

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Yazarlar Hakkında



Merve Özer İstanbul Kültür Üniversitesi Eğitim Fakültesi Temel Eğitim Bölümünde araştırma görevlisidir. Doktora Eğitimine Anadolu Üniversite Okul Öncesi Eğitimi anabilim dalında devam etmektedir. Müze eğitimi, yaratıcılık, çevre eğitimi alanlarında çalışmalar yürütmektedir. e-posta: merve.ozer@iku.edu.tr, *Orcid ID: 0000-0002-8474-1425*



Aslı Yıldırım Polat Anadolu Üniversitesi Eğitim Fakültesi Temel Eğitim Bölümünde doktor öğretim üyesidir. Değerler eğitimi, yaratıcılık, öğretmen eğitimi ve problem çözme alanlarında çalışmalar yürütmektedir. e-posta: ayildirim@anadolu.edu.tr, *Orcid ID: 0000-0002-8535-3715*

* Bu çalışma, birinci yazarın yüksek lisans tez çalışmasından üretilmiştir.



INTRODUCTION

The role of the Parent in Education with the Museum

In the past, museums were considered as boring places where only the artifacts were exhibited (Aktekin, 2008). Nowadays, museums have become complementary to education in the school, which provide students with permanent learning beyond the institutions in which the past is exhibited. The museums, which are one of the most efficient out of classroom environments, have an important place in gaining the desired behaviors to individuals (Buyurgan & Mercin, 2010). According to Mercin and Alakuş (2005), museums are fun learning environments in which creativity and learning by doing fostered, the relationship between the past and the future established and intercultural understanding developed. According to Atagök (1999), museums are the main non-formal educational institutions that provide opportunities for the development of skills such as doing observation, thinking logically, creativity and imagination. In the international field, ICOM (1974) defines the museum as follows: it is education-focused, non-profit organization that collects, investigates, and protects objects that both witness the past and contribute to the development of the society (Tezcan-Akmehmet, 2013). All these definitions emphasize the educational function of museums and show that they are educational institutions.

Today, the educational role of museums is increasing day by day. Getting into interaction with objects in museums, the child is left with an awakened sense of curiosity and gain first-hand experience. This provides a unique opportunity for the preschool child (Hooper-Greenhill, 1999). Because pre-school period is a period in which the development of the child is fast, child is more open to learning and new skills and habits are first started to be formed. One way to support the child's development in this period is to include out-of-school learning environments such as science and arts centers and libraries in children's education. Museums are one of the most preferred places among out-of-school learning environments (Türkmen, 2018). When the child's desire for discovery and touch considered, museums appear as ideal places that meet the needs of children. In the museum, the interaction of the child with objects contributes both to their permanent and multifaceted learning through the use of sensory organs. Krakowski (2012) found that museum experiences of preschool children are still alive even one year after the longitudinal study. This result shows how effective the museums are for permanent learning. In addition to permanent learning; the studies showed that children develop historical empathy skills (Aktın, 2017) and critical thinking skills (Buyurgan, 2017) and easily establish link between past and future and learn by having fun (Karaca, 2018), develop creative and empathy skills and become socialized, and learn to follow the rules (Ünal, 2012). For this reason, going to the museum provides various benefits to the child but, most important of all children can gain the habit of visiting museum. This is why the children should be made aware of these issues in pre school period. Thus, it will be easier for a child to be a regular museum visitor in the future (Göğebakan, 2018).

In addition to the contributions of the museums to the children, it also contributes to the people around the children. In fact, parents are the most influenced ones by these museum visits. Games such as toy museums, childhood museums, science discovery centers are among the rich learning environments where children can spend time together with their parents (Akgün et al., 2017). In this learning environment, it is very important that the parent has a share in the child's learning experiences. Visits to the museum with parents help children to spend quality time with their parents, to strengthen their bond with their parents, and provide intergenerational interaction (Aktaş-Arnas, 2017; Erbay, 2017; Okvuran, 2017). Besides when the child is encouraged in the museum environment, the parent contributes to reasoning and problem solving process of the child (Willard et al., 2019). In a study by Martinko and Luke (2018), it was seen that the historical thinking ability of the child improved thanks to his interaction with his parent. In his study, Okvuran (2017) found out the primary school students consider that visits to the museum with family is more fun than visits to museum with school or with friends while the parents stated that they were happy



to visit the museum and spend time together. As Vygotsky points out in his sociocultural theory, it may be more advantageous for children to learn by collaborating with their peers or parents in contrast to learning by themselves (Falk and Dierking, 2002). Many studies also indicate that the basis of parent-child interaction in museums is based on experience and learning together (Bates, 2018; Haden, 2010; Nadelson, 2013; Wolf and Wood, 2012).

The museums, which are seen as educational institutions in developed countries, can reach millions of visitors in a year. For example; The Louvre Museum in France is one of the most visited museums (Kervankiran, 2014). This result can be contributed to the fact that the individuals living in these developed countries are good museum consumers. Therefore, children should be introduced with museums at an early age so that the museums can become more active parts of our educational life (Dilli and Bapoğlu-Dümenci, 2015). To introduce children with the museum should not be solely left to the responsibility of the preschool education institution. Museum visits, which begin with parents, should continue when the child starts school. Thus, the child who has the habit of visiting the museums with parents will be more likely to continue this habit when he / she is an adult, and brain development and other different aspects of development will be positively affected (Dağal and Bayındır, 2016). In the study of Leftwich and Haywood (2016) with five-year-old children and parents, the interaction between parents and children was shown to increase with parent involvement. This result showed that the parents were also important in museum education as well as other stakeholders such as teachers and museum educators, and that the parents' knowledge and awareness levels were also important for the success of museum education. Therefore, this research strives to understand the level of knowledge and awareness of parents about education with museums in the preschool period and this research presents insights with regard to various stakeholders such as parents, children and museums. If parents become conscious about education with museums and see museums as an educational environment for children to enjoy and learn, the benefits of museums to the child will be more permanent. Because parents are among the first people to introduce children to museums. For this reason, the child should get to know the museums and enjoy going to the museum with their parents before starting the preschool education institution. When the studies in the literature are examined; it is seen that the majority of studies are empirical and focused on examining the effects on children by preparing museum education programs (Aktin, 2017; Dağal and Bayındır, 2016; Dilli and Dümenci-Bapoglu, 2015; Dilli et al., 2018; Ozyilmaz-Akamca and Yildirim, 2017; Usbaş, 2010). Parent and child interaction in a museum is among the topics studied in the international literature (Dooley and Welch, 2013; McInnes, K. and Elpidoforou, 2018; Mudiappa and Kluczniok, 2015; Leftwich and Haywood, 2016; Puncher et al., 2001; Tenenbaum et al., 2010; Vandermaas-Peeler et al., 2015; Willard et al., 2019). In our country, it is one of the subjects that started to be studied yet, and limited with the studies in the literature (Akgün et al., 2017; Okvuran, 2017; Ünal, 2012). There is no study that examines the perceptions and experiences of parents about museum education. Therefore, this research will fill this gap in the field.

Purpose of the Research

The purpose of this research is to reveal the views and experiences of parents about education and museums. The aim of the research was to put forward the experiences of parents about museum education and to draw attention to the importance of museums in education. For this purpose, the following questions were sought:

1. What are the opinions of parents about education in museums during the preschool period?
2. What should museum education involve in the preschool period according to parents?
 - a. What are the aims of museum education in preschool education?
 - b. What should be included in the content of museum education in the preschool period?
 - c. What should be included in the process of teaching and learning of museum education in the preschool period?



METHOD

Research Model

In this research, phenomenological research method was used. In the phenomenology design, the focus is on the individuals' perceptions, experiences, viewpoints and their meaning-making (Yıldırım & Şimşek, 2018, p.69). The main purpose is to describe the perceptions and experiences of individuals. Therefore, in the phenomenology design, the following two questions are asked in general: What are the perceptions / experiences related to this phenomenon? What are the conditions and circumstances in which this experience occurs? (Cresswell, 2013). In this respect, the primary focus of the research is on museum education in the pre-school period. The phenomenological research method design was chosen because the research is focused on the perceptions and experiences of the education with museum in preschool period.

Sample

Phenomenology studies are trying to reach the essence of the experience by questioning the experiences related to the case (Ersoy, 2017). Therefore, the people who have experienced or lived their experiences constitute the sample of the research. The sample of the study are parents whose children between 60-66 months and either in the kindergarten or nursery class in Küçükçekmece district. As experience is important in case studies, purposive sampling strategies are generally used in the selection of the sample (Baş and Akturan, 2017). In this research, purposive sampling method was used in sampling. Parents' responses to the Parent Information Form and their consent were the main reasons for selection of these parents. In the parent participation form, parents were asked how often and to which museums they went. In this context, we have interviewed 6 parents with 2 low, 2 middle and 2 upper socioeconomic levels who have museum experience. During the interviews, the parents were asked, "Did you go to the museum with your child?", "what do you understand when you think of museum education?", "what are your expectations from museum education in the preschool education institution?", "what behaviors do you expect your child to gain from museum education?, and how do you think can you support the process as a family? ". Interviews were conducted in pre-school institutions where children attended, usually in empty and appropriate rooms during school entry-exit hours. Since all parents allowed voice recording, interviews were recorded with audio recording. In case the interviews were interrupted or the parents did not understand the interview question, the voice recording was stopped and some questions asked like, 'Could you give an example about this?' ', 'What else could be?', to reach a deeper insights from interviewee. The interviews focus is on the views and experiences of parents who send their children to schools at different socioeconomic levels. Parents who participated in the study were given P1 and P2 codes and thus, the ethical principles were taken into consideration. The socio-demographic information given by the parents through the parents' information form is presented in Table 1.

Table 1.

Parents' socio demographic characteristics

Parent	Age	Education Level	Occupation	The Child He Sent His Child and Income Level	Frequency of Visits to Museum	Museum Experiences
P1	35	Licence	Teacher	Kindergarden, Middle	Once a year	Kariye Museum, Hagia Sophie Museum Topkapı Palace ve Kars Ani Ruins
P2	42	Licence	Housewife	Kindergarden, Middle	Once a year	Rahmi Koç Museum



P3	34	Licence	Teacher	Kindergarden, High	Once a year	Rahmi Koç Museum ve Göreme Open Air Museum
P4	37	High School	Housewife	Nursery Class- Low	Never	Miniatürk
P5	29	Licence	Teacher	Nursery Class- Low	Once a year	Florya Atatürk Sea Pavilion and Topkapı Palace
P6	37	High School	Security Guard	Kindergarden, High	Once a month	Çanakkale Victory Museum

Data Collection Techniques

In qualitative research methods, many techniques are used in data collection process. Observation, interview, document review are among the most effective data collection techniques. The main data collection technique in case studies is the in-depth interviews (Yıldırım & Şimşek, 2018). The aim of the interviews is to reach the participants' experiences, attitudes, intentions, comments, and non-observable characteristics like mental perceptions (Karataş, 2015). For this reason, in-depth interviews were conducted with parents between 20 minutes and 37 minutes. In the interviews, semi-structured interview questions were developed by the researcher and then redesigned according to the opinions of five experts were used. The semi-structured interview helps expanding the subject with different questions throughout the conversation, creating new topics on the subject and forming new ideas (Merriam, 2015).

Data Analysis

In the data analysis of the study, phenomenological analysis method developed by Moustakas (1994) was used. While analyzing the data in the phenomenology studies; the aim of the course is to define the focused phenomenon and to reveal the meanings and experiences of perceptions (Yıldırım & Şimşek, 2018). Therefore, the researcher focused on how parents make sense of education by the museum and their experiences in relation to education with museum. For this purpose, interviews with parents were transcribed, and important expressions were listed and redundant statements were eliminated. After the voice recordings were transcribed they were checked again and their reliability was ensured. The statements that are considered to be important were written in bold. The codes associated with each other were gathered under specific themes according to the research problem. The themes and sub-themes were given the final form by taking the opinions of two experts in the field. As a result of the research, 2 themes, 10 sub themes and 45 codes emerged. In addition, direct quotations are frequently given to reflect the views of the individuals interviewed in qualitative research (Yıldırım & Şimşek, 2016), and in this present study, the validity of the participants' opinions was therefore supported by direct quotations. In order to increase the reliability of the research, the formula of Miles and Huberman (1994) was used, and as a result of the calculation, the reliability coefficient of the research was found to be 0.95. According to Miles and Huberman (1994), .80 consensus is considered sufficient condition for the study to be reliable.

FINDINGS

As a result of the data analysis of the research, 2 themes and 10 sub-themes were reached. These themes and sub-themes are given in Table 2 below.



Table 2.

Findings about interviews with parents

The Relationship Between Museum and Education	Factors Related to the Education Program		
Pre school education programme Child Parent Involvement	Goal	Content	Learning Teaching Process
			Student roles Age Teacher features Learning Environment

The Relationship Between Museum and Education

As shown in Table 2, three themes was found under the relationship between museum and education. These are; pre-school education programme, child and parent involvement. The parents explained the relationship between museum and education as the place where the past is exhibited: (3), the educational environment (2) and the place reflecting the development of society (1).

Three of the parents defined the relationship between museum and education as the place where the past was exhibited. P4 explained museum education as transferring historical values and expressed this situation as follows:

When you visit the museum, it has a different atmosphere and when the children go to the museum, they are impressed by the splendor of the museum, and say wow. Even if they don't understand anything. When they see the museum in TV, they say, "What is this?"

On the other hand, P2 and P3 highlighted the educational function of museums. P3 explained the relationship between museum and education: 'Museum education gives a unique opportunity for exploring the past, learning by doing.' P1 stated that the museum education reflect the development of the society and she elaborated on her views with these words: 'If there is a museum culture in a society, namely if the society values the museum, then the society is progressive.'

Pre-school Education Program

Two of the parents expressed that the museum education program should be included in the preschool education program in the pre-school period and P6 expressed his opinions on the subject as follows: 'If you ask me, the museum should be included in the Ministry of National Education pre-school programme.' Similarly, the P1 explained that the Ministry of National Education should consider museums as educational environment, and said: 'Everything must be from the beginning and from the foundation. I think that the policies of the state should be more oriented towards culture and art, and I think that it should focus on children and should be on the pre-school education.'

Child

The benefits of the relationship between the museum and the education have been handled by the parents in a variety of ways. These are; learning by doing (2), concrete (2), permanent learning (2), entertainment (2), curiosity (2) and self-expression (1).

Learning by doing is one of the benefits expressed by the parents regarding education with museum. P3 said that there should be areas of application in the museums, and he added: 'When I visit museum, instead



of just looking around, it is advantageous for me to be active participator and to learn by doing myself and this situation of doing things on my own draws my attention more.'

The concretization is one of the benefits expressed by parents about the museum education program. P6 expressed his thoughts on this issue as follows: *'What you see is more memorable rather than what we say, so, what we live in the past, it is better to see it.'*

Permanent learning is another benefit expressed by parents with regard to the museum education program. P4 stated his thoughts on this subject as follows: *'It is a good memory for the children. They don't forget it once they see it.'*

Another advantage expressed by parents concerning the museum education program is entertainment. P1, expressed that *'Her child enjoys the museum. In fact, my child never says I am get bored. Let's get out of here.'*

The curiosity of parents is among the advantages expressed by the parents in the museum education program. P1 explained that the museums stimulate the child's curiosity, and expressed their experiences on this subject: *'When we go to the museum, for instance, to the museum of archeology, there, we see great Iskender and its monument, he said, "What is this?" He asked about the statues. He saw the female statues and male statues, asked some questions about them.'*

The self-expression among the benefits expressed by the parents in the museum education program to enable them to express themselves. P5 explained the benefits of workshops in the museums as follows: *'The child will have fun and spend some energy, and gets more engaged with himself.'*

Although the education in the preschool period with the museum contributes to the development of the child, the parents do not prefer museums for various reasons: *the expensiveness of entrance fees (4), the difficulty in access (2), unsuitability of the museum collection for the children (1), the insufficient amount of workshops (1), the lack of qualified museum educators (1) and for parents; uninformed parents (5) and their being not willing to spend time in museum (1).*

The fact that museum entrance fees are expensive is one of the reasons why parents do not prefer museums. P1 stated his thoughts on this subject as follows: *'Honestly, I do not go to the museum every month. We go once a month, maybe once every six months, or once in a year. Then I can afford it. That money doesn't really seem a lot to me. But I still agree.'* Similarly, P2 stated that the entrance to the museum should be free: *'Sometimes it would be better if it was free. People are hesitating about fees. If it is free, I will go there rather than on shopping center.'*

Difficulty of accessing to the museum is another reason why parents do not prefer museums. P1 explained his opinion on this subject: *'In fact, the infrastructure of the country is also a very important in museology. You should not think how to go somewhere. Or think about her money either. There must be some things that will encourage you to go there. Of course we would go today, whatever.'* On the other hand, P3 stated that there could be a ring line to facilitate accessibility to the museum: *'In some places, they even put service vehicles at certain places, and thus, the museums can be more accessible.'*

The fact that the museum collection is not suitable for children is one of the reasons why parents do not prefer museums. P3 explained his experience on this subject: *'For example, they wanted to take the children to Madame Tussauds Museum. I opposed this as a parent. For example, when I made a research about who belongs to the wax statues, there are no one well-known except Atatürk, and so I think that it will not contribute to my child.'*

The low number of workshops is one of the reasons why parents do not prefer museums. The P5 explained that museums need to increase their workshops: *'There are some workshops done, yet there are not sufficient.'*



The lack of qualified museum educators is another reason why parents do not prefer museums. P5 said: *'Qualified museum educators are not qualified enough. Because in the place where we enter, there is no such person.'*

The fact that parents are not informed is one of the reasons why parents do not prefer museums. P3 states his thoughts on this subject as follows: *'I show it when I and my child go to the museum. I can't tell too much what I see. Because I have a lack of information because I do not much about museum education.'* P6 *'I have not been able to answer some of my questions about some of the museums in Anıtkabir. Because why? I'm not much knowledgeable about museums.'* P5 emphasized that families should have knowledge: *'If the family has a good museum education, they can go and take their children to the museum. Or, they can raise awareness in their surroundings regarding museums. But this person needs to get education.'* On the other hand, P5 referred to the lack of information in the museum with these words: *'We went to the museum. There is no question or answer from where it comes from. At least, it will be useful if there is some explanations for the elders that we have used this, we have done this, or this piece from this time.'* P4 stated that *'Activities should be done to inform parents, and the seminars should be given. Why not we have documentaries? Also, there should be documentaries prepared for the adults and tours should be organized.'*

The lack of time of the parents are among the reasons why they cannot visit the museums. P5 said: *'We do not go there as a family. We don't have that much time.'*

Parent Involvement

In a museum education program in the preschool period, parents stated that they could also participate in a similar way. These can be regarding pre-museum visit; *informing the child* (2) during museum visit; *touring the museum in interaction with the children* (3) after museum visit; *chatting with the child* (3).

Informing the child is one of the ways in which parents participate in the learning-teaching process. P6 stated the necessity of informing the child before going to the museum:

If you don't want your child to have a look at this museum concept as a trip, you can tell your child in the evening. My son tomorrow you will go to Çanakkale Museum or go to Panorama 1453 Museum. This museum was built in 1980. That's what happened in the production. I should tell about the history of the museum to my child, and my child will go there with curiosity.

Visiting an interactive museum with children is one of the ways in which parents participate in the learning process. P1 said that he can accompany the teacher on the museum trip, and states his idea as follows: *'If the teacher offers me to attend him/her, I can do that. I can attend to the children's needs. I can try to support them both physically and psychologically as much as I can.'* P2 explained that the parent should be involved in the educational process and emphasized his thoughts on this subject: *'We expect everything from the teacher. We leave the child to school, the teacher will train, the teacher will lead. It's wrong. We need to be supportive. We have to take it. We need to cooperate.'* P4, on the other hand, stated that the parents may be reluctant to spend their children with children and expressed his thoughts as follows: *'Actually, we are disregarding many issues. Everyone has their own life. Everyone is struggling for a living. When we are sent this consent paper for our child to visit to museum, it is only then we think.'*

Conversation with the child is another form of participation of the parent in the learning-teaching process. P1, stated that they can speak about the photos taken in the museum, and stated, *'We also take photos or something. Then we look at the photos again. Then I say, 'Look at that. We went here. We had a great time. Isn't it? Thanks to the photographs, my child is experiencing that time over and over again.'*



Factors Related to the Education Program

As seen in Table 2, under this title, the opinions of the parents about the elements of goal, content, learning, and teaching process of a museum education program to be applied in preschool period are included.

Goal

In a pre-school museum training program, parents defined the behaviors that they want their children to learn in a very different and various ways. These are; for social emotional development of the child; learning about your own culture and respect it (3), socializing (3), gaining the habit of visiting museums (2), learning about the culture of the museum (2), learning the professions (2), developing imagination faculty (2), for cognitive development; developing the concept of time (1), developing the research skills (1), for language development; developing the ability to ask questions (1).

Learning about their own culture and respecting it is one of the behaviors that parents expect their children to learn in the museum education program. P1 explained his thoughts on this subject with these words: *'It is important for me that my child learns to appreciate and respect a work of art when he grows up. Because art is something that will develop the community. I think it's nothing else. Nothing else develops society except art.'* On the other hand, P1 explained that museums have an important role in ensuring that their children respect different cultures and expressed this as follows:

For example, the same thing in Mostar. The bridge was destroyed. I think it was a culture. Is there anything else that can be destroyed, but Mostar? Even if it doesn't belong to you, I think that it's very important to protect culture. Everything may not be yours. I want him to know how to respect it even if it belongs to foreign culture.

Socialization is another type of behavior that parents consider their children to gain in the museum education program. P3 explained that if the child goes to museum with his friends, this will help for socialization, and expressed his opinion on the subject with these words: *'The child communicates her parents or siblings when they go to visit museum together and when they go to museum with school, the child can also talk to his friends.'* They can comment together, speak together.'

Gaining the habit of visiting museums is among the behaviors that the parents want their children to acquire in the museum education program. P6 expressed his thoughts on this issue as follows: *'We take our children to play ball, take them to the sea, take them to the pool. Why not visit the museum?'*

In addition to gaining habit of visiting the museum, learning about the museum culture is the other form of behavior that the parents expect their children to acquire in the museum education program. Similarly, P3 expressed his thoughts as follows: *'He can learn some rules, not to touch them and in some places, like museum, he needs to remain silent. In other words, it can be an advantage in terms of learning the rules, indeed.'*

Learning about the professions is one of the behaviors that parents consider that their children can acquire in museum education program. P5 stated his thoughts on this subject: *'For example, I am thinking of going to the Aviation Museum with my child because he's thinking of being a pilot in the future. You know, for awareness about the profession he is thinking of. Seeing the plane, seeing how it works is a very good thing for this young child.'*

The development of imagination faculty is also among the behaviors that the parents want their children to gain in the museum education program. P3 stated in a similar way that museums can improve their children's imagination as follows: *'He can think that people are two and three meters seeing that there are swords very heavy. Child's imagination. From his perspective, he sees things from different perspective. Imagine things.'*



Developing the concept of time is the other type of behavior that the parents think that their children can acquire in the museum education program. P6 explained his opinion on this topic as follows: *'My son said: "I saw this plane in this museum, but this plane is not in the air at the moment." But I say to him: "The aircraft in that museum were used in the old times and are not used in the present." My child also learns; these planes are not used today.'*

Finally, developing the ability to ask questions is among the behaviors that the parents want their children to acquire in the museum education program. P2 explained his experience on this subject as follows: *They are interested. They ask questions "How did they do that and how did they use it?"*

Content

Parents of 6 children argue that children should not be given negative content in museum education given to the preschool children and explained their perspectives on this subject as follows: *'The guide in the museum should not mention things like bombs, weapons. A 5-year-old boy doesn't like the museum if you tell the child about the bomb.'*

Learning Teaching Process

Student roles

In a museum education program that will be done in the preschool period, the P3 stated that the children should be actively involved in the process with these words:

We went somewhere while we were in Switzerland. There was something like models of animals and there is phone everywhere, and the child is pressing a button on the model of the animals he sees. The bird is a place where there are birds, the goldfinch, for instance, the children can hear the sound of a goldfinch and watch the movies about them, and start to go there at a very young age, as you said, but there was no concept like "Oh you will be quiet, you will be quite." On the contrary, It has a very noisy environment, because it is for children.

Age

In a museum education program in the preschool period, three of the parents stated that the museums should be visited starting from the younger ages. P4 stated his thoughts on this subject as follows: *'When our Ministry of Culture should also take active role, especially for the children.'* P6 stated that his children have been visiting museums since the age of four: *'My child's first meeting with the museum was when he is 4 years old. We went to the Aviation Museum. Then, when he came to the place where I work, he gained experience in museums.'* On the other hand, P3 thought that their children should grow up enough to go to the museum and stated his thoughts on this subject:

They started at 3 years old. They went to Rahmi Koç Museum at the age of five. We did not dare to go the Toy Museum; We thought that they would need to grow up a bit as they would be more interested, they would want to touch, they would want to touch it, they would be curious about seeing things behind the glass.

Teacher features

The expectations of parents from teachers in a preschool education program are to *increase visits to museums (4) and to inform teachers about museum education (3).*

Increasing visits to museums is one of the expectations of parents. P1 stated that children should be taken to museums as follows: *'You send the child to school, no museum or anything. This is something that should never happen once. Surely, according to the physical conditions, at least one year, of course, one or two times a semester, children should go to the museum.'* Parent 4 stated the following in this regard: *'We want to organize the tours*



to the museum, but it is viewed as the third plan.' P2 likewise said: 'The second time is better. I think they do it often at schools.'

Informing teachers about museum education is another expectation of the parents. P3 expressed his thoughts on this issue as follows: 'I don't think teachers are enough to give information anyway. I'm a teacher too.' Similarly, P5 said: "I think teachers are not very knowledgeable about it.'

Learning environment

The qualifications required to be included in the learning environment of a museum education program in preschool period are examined by parents at three levels. These are; *comfortable and spacious environment* (2), *qualified museum educator* (2) and *application area* (1) is.

A comfortable and spacious environment is one of the qualities parents consider that museum learning environment should necessarily have. P3 told me that museums were very crowded at the weekend and expressed his experience on this subject: 'This weekend is very crowded. Weekend is disadvantageous. When we want to drive, you spend 1-1,5 hours in traffic. It is very crowded, you can't trip museum.'

Families also consider that museum learning environment should have qualified museum educator. The P3 explained that the museum educators should be informed about the pedagogy of children and stated that:

The museum educator should be knowledgeable. They have to be traveling with them and they have to be very patient in their work. Because children are always asking questions and when they cannot get the answers they want, they lose their interest. Therefore, it has to be done by professional people.

Application area is among the qualities that parents consider the museum learning environment should have. P3 expressed his experience on the subject as follows:

At the Polonezköy, they opened the Glass Museum. We went there to visit. There they can make evil eye beads. They can make kids do things themselves. There were workshops. They enjoyed it more. It is important that they were really active.

DISCUSSION, CONCLUSION and RECOMMENDATIONS

While the parents explain the relationship between museum and education, they see the museums as the institution where the past is exhibited. The fact that most of the parents emphasize the function of exhibiting museums and see museums only as the place where the past is displayed shows that they put the educational function in the second plan. Particularly, this idea is more prominent in parents with low socioeconomic status. Parents with moderate and high socioeconomic status have more knowledge and experience in museum education. P6, who has high socioeconomic level, pointed out that museum education should be included in the preschool education program and that teachers should give more place to education in museums. However, in his study, Dilli (2017) stated that the museums are seen as places to spend time with friends and that they are seen as places to picnic and not perceived as learning environment. In his study with classroom teachers, Demirci (2009) stated that teachers considers exhibiting as the most important function of museums. These results show that the common museum perception of different individuals in the society. The similarity of the perspectives of the parents with regard to museums may be one of the obstacles before the spread of museum education. However, the fact that museums abroad are seen as an educational environment is based on the Louvre Museum in France under the influence of the 1789 French Revolution (Öner and Cengelci-Köse, 2019). This influence then influenced Europe and the United States, allowing museums to be used as informal learning environments today.



The benefits of museum education to the child was expressed in similar ways as learning by doing and living concretization, and satisfaction of curiosity by parents. Although parents are aware that museum education is beneficial for their children, they do not visit museums for various reasons. One of these factors is expensiveness of entrance fees. When the literature is examined, many teachers do not organize trips due to expensive museum entrance fees (Akman et al., 2015; Bozdoğan and Yalçın, 2009; Demirci, 2009; Kısa, 2012). This result shows that teachers and parents cannot go to museums for similar reasons. Parents make self-criticism and state that they do not know how to benefit from museums for educational purposes regardless of their socioeconomic status. Similarly, in the study conducted by Öztürk and Laçın-Şimşek (2019), it was observed that families going to the science center with their children tend to read the labels in the exhibition and some parents rarely explain the mechanism to the child. On the other hand, when the literature is examined, it is seen that there are situations that prevent the visits of the parents such as lack of cooperation with the school in organization of the trips (Egüz and Kesten, 2012; Kubat, 2017; Tatar and Bağrıyanık, 2012). From this point of view, it can be concluded that parent-school cooperation is important for the museum education to be carried out properly.

It was also found in the study that access to the museum is an important factor for parents to prefer museums. Parents stated that they cannot visit the museum due to Istanbul traffic. Therefore, the location of museums in the city directly affects accessibility to the museums. Kırca (2008) in his study of the literature in the study of individuals do not want to lose a lot of time to reach museums; they stated that they prefer museums in a short time reach. Similarly, in most of the studies conducted abroad, it was observed that individuals prefers museums close to their homes (Süzen, 2005). The International Council of Museums belirtildiği gibi müzeler, herkese eşit erişim sağlamalıdır (Fletcher et al., 2018). As stated in The International Council of Museums, museums should provide equal access to all (Fletcher et al., 2018). From this point of view, museums should take into account the transportation factor in reaching every individual in the society.

The parents expressed the objectives of the museum education program in a variety of ways, such as gaining the habit of becoming a museum, gaining the culture of the museum, developing the imagination faculty and developing the concept of time. When the literature examined closely, it was seen that the goals of the museum education for the child involve recognizing the cultural values , developing consciousness of protection, respecting different cultures, developing creativity using imagination, developing the ability of questioning, allowing for self-expression, earning esthetic perspective, establishing connection between past, present and future, arousing in the children the sense of curiosity, and as a final outcome, offering permanent learning, historical thinking ability (Bayraktaroglu, 2012; Demirci, 2009; Egüz and Kesten, 2012; Ekmekci, 2015; Erdoğan, 2003; Martinko and Luke, 2018; Ocak and Korkmaz ,2018; Tan, 2009). Based on this, it is seen that the stakeholders involved in museum education hold similar view.

Parents have different ideas as the starting age of museum education in pre-school period. Some parents think that children of 3 years old will not understand the museum, while others think that this age is ideal. Even though at high socioeconomic level, P3 thought that their children should grow a little to get to the museum, the only determinant of this situation is that the parents do not have a socioeconomic level. The perception of the museum in the community and the value given to the museums also have a great influence on this situation. A study conducted in the United States in the late 1970s states that 60% of regular museum visitors are interested in museum visits from their childhood (Onur, 2012). Similarly, in a study by McInnes and Elpidoforou (2018), it was stated that parents go to the Children's Museums especially to meet the learning needs of toddlers by playing. The results of this researches show how valuable the museum visits are at the early ages.

Parents' expectations for the museum education were similar to teachers in that both consider that the museum visits should be more frequent and the teachers should be informed on museum education



regardless of their socioeconomic level. Parents believe that teachers have limited visits to museums. This is in line with the literature (Akman et al., 2015; Bozdogan and Yalcin, 2009; Demirci, 2009; Mercin, 2003; Kısa, 2012; Turkmen, 2015). However, parents' expectations from preschool teachers include more social activities such as going to museums, cinema and theater (Ceylan, 2019). This except, parents are aware that preschool teachers do not have sufficient knowledge about museum education. P3 on this topic: *"I don't think teachers are enough to give information anyway. I am also a teacher."* Similarly, in his study on the literature, Dilli (2017) stated that preschool teachers are not involved in museum education even though they know the place and importance of museums in informal learning. This is because they do not have enough knowledge and experience about museum visit. In the study of Öner et al., (2019), it was observed that museum visits by schools were conducted in the form of direct instruction rather than activity-based. These results coincide with the opinions of the parents, and it shows that pre-school teachers need in-service training on museum education.

Parents expect their children to have comfortable and spacious area, educational workshop and qualified museum educator from museums. Akman et al. (2015) examined the problems encountered in the process of museum education; the children are very active and they have difficulty in controlling the group. The indifference of the staff in the museum and the lack of physical environment for the child are the other common encountered problems. In her study, Filiz (2010) stated that there is no enough space in the museum where activities can be done and children can move freely. In his study with elementary school students, Türkmen and his friends (2016) found out that if the students are given the opportunity to touch and discover objects in the museum, and when the museum educator is in communication with the children, they have more fun in the museum and more active. Similarly, in their study with the children and mothers, Akgün et al. (2017) showed that the mothers consider their children have fun in the museum, and their children's interest to the museum increased and museum educators care their children and that they can communicate with the museum educators comfortably. On the other hand, in the study conducted in the History Museum and published by Martinko and Luke (2018), it is indicated that the applied fields that enable children to interact with the objects in the museum develop historical thinking skills of children. McInnes and Elpidoforou (2018) stated that there should be interactive exhibitions for all ages in museums. These results draw attention to the need for training workshops in museums and museum educators. Parents stressed that the museum educator should be friendly and knowledgeable which emphasizes the need for qualified museum educators. However, there are also some studies in the literature that pinpointing to the fact that the museum educator does not understand child pedagogy, behaves indifferently to visitors and is not knowledgeable about museum education (Demirci, 2009; Süzen, 2005; Usbaş, 2010). These results show that each museum has a different level of opportunities in terms of staff and physical space.

As a result of the research, the following suggestions can be made;

- Seminars can be organized in order to increase the knowledge and awareness level of parents about pre museum education at preschool period, practical studies can be organized and public spots can be prepared.
- Museums can prepare introductory brochures for parents to have them see museums as a place to spend quality time with their children.
- Parents can actively participate in museum education processes in cooperation with the school.
- Museums can rearrange weekday working hours, considering working parents in the community.
- Museums can be free of charge at certain days of the week, so that parents from every socioeconomic level can go to the museum.
- For the museums to be preferred by parents, convenient transportation to the museums can be provided by means of rings.



- The museum educators, teachers, parents, who have a word to say in museum education, can get together to discuss their expectations, opinions and problems.
- The facilities such as educational workshops, educational activities and museum educators can be provided at a similar level in every museum regardless of state museum and private museum.

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