



Perception of Outdoor History Teaching in Theory and Practice: Opinions of Teachers and Prospective Teachers

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Abstract

Outdoor learning as an experiential process which is based on the contact with environment, learning by doing and living can be used in teaching of different fields from mathematics to history. Understanding of history education in recent years provides opportunity to this kind of a teaching (style). However, expanding the use of these activities in teaching is closely related with the knowledge, skills and attitudes of teachers and prospective teachers. To develop knowledge, skills and attitudes of teachers and prospective teachers on Outdoor History Teaching (OHT), pre-service and in-service needs, goals and plans should be determined and realized firstly. This research intends to contribute determining these pre-service and in-service needs, goals and plans by getting the opinions of teachers and prospective teachers about the subject. The research implemented by getting opinions of 12 history teachers and 12 prospective history teachers in spring semester of 2013-2014 and fall semester of 2014-2015 academic years. In the research which was carried out on the basis of phenomenology that is one of the qualitative research designs, opinions of teachers and prospective teachers were collected as based on the semi-structured interview technique. Then interview data were typed and content analysis was made. As the result of analysis it was seen that the awareness of the prospective teachers towards the concept is higher. Moreover, it was identified that all of the teachers and prospective teachers found OHT relevant to history course, similarly majority of them was feeling themselves insufficient in this subject and thought that a special education is necessary to perform these activities. However, unlike teachers, prospective teachers could associate different types of methods with OHT. In contrast, awareness of prospective teachers in questions related with practice and curriculums is lower than the teachers'. In the research suggestions were offered according to the results.

Keywords

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Introduction

Dewey (1930, p.10) who considers education as the necessity of life, introduced detection of formal education away from the life experience and as a subject that belongs only to schools, an important danger just at the beginning of the 20th century (1916). Also today, the approach adopted in educational programs reflects an understanding that allows the use of outdoor learning environments and resources in education with personal experiences of the learner instead of an understanding which is isolated and disconnected with the outside world. The approach advocated reinforcing the knowledge with practice and the activation of five senses while considering the personal differences of students. The students learn by doing with personal experiences and in a way that connects with life instead of an education which is trapped inside the classroom walls and transition of theoretical knowledge to students in a passive position is frequently mentioned in today's educational understanding. This approach whose philosophical foundations are based on the ancient times (Berberoğlu&Uygun 2013; Ford, 1986) and named as outdoor learning was defined by Donaldson and Donaldson in 1950's as "education in, about and for the out-of-doors" (Priest, 1986, p.13). This definition delineates where the learning takes place, what will be thought and the purposes of the activity. But this definition had been criticized because it was thought to be remained incomplete in some respects. Therefore outdoor education was redefined by Priest in 1980's. According to Priest (1986, p.13) "outdoor education is an experiential process based on learning by doing and actualizing by contacting with the outside world. In outdoor education the importance of the thing learned is based on the relationship with people and natural resources". Priest calls attention to the six basic features of the outdoor education. First, outdoor education is a learning method, second learning process is experiential, third learning in outdoor education takes place "primarily" but not "exclusively" in the outdoor setting, fourth requires full uses of senses and involves the three domains (cognitive, affective and motoric), fifth is based upon interdisciplinary curriculum, and the last is a matter of relationships with natural resources, people and society.

The outdoor education can be used as a method or process that widens the curriculum or contains direct learning experiences in teaching the fields of sociology, politics and history as well as mathematics, biology, geology (Berberoğlu&Uygun 2013, p.33; Ford, 1986, p.2-4; Knapp et al., 1986, p.1; Schanely, 2006, p.13). When the literature is examined, a lot of studies can be seen showing the applicability of outdoor learning in different fields of education. Dillon and others (2006) had commented on publications about outdoor learning which were made in different fields of learning between 1993 and 2003. They obtained robust findings that the field works designed accurately, planned, well thought and effectively followed develop knowledge and skills of learners with enriching the classroom experiences. Then effects of outdoor studies (Ballantyne et al., 2010; Rickinson et al., 2004; Thorburn&Allison, 2010), attitudes of students towards outdoor learning (Noorani et al., 2010; Rickinson et al., 2004; Rickinson&Sanders, 2005) and perceptions of teachers about outdoor teaching (Dyment, 2005; Ernst&Tornabene, 2012; Han&Foskett, 2007; Szczepanski et al., 2006) in teaching of different fields mentioned in many studies.

Educators use outdoor experiences in social sciences teaching to reach some goals. In this way, it is aimed "a) to provide students with a sense of community, b) to help them to more thoroughly understand the abstract concepts, c) to provide contrasting experiences, d) to provide students opportunities to gain in self-responsibility" (Knapp et al., 1986, p.1). Generally with the help of outdoor learning activities, it can be possible to reach most of the aims of social science teaching effectively (Knapp et al., 1986, p.vii). The thing to be considered here is to determine the aims, make planning, determine place well, provide direct participation, monitor and evaluate attentively (Knapp et al., 1986, p. 4-8).

As in the other countries of the world, in Turkey the emerging trends in history teaching in recent years lean to save history teaching from teacher-textbook based classroom teaching, to make history learning more interesting, enjoyable and meaningful. Accordingly when the history curriculums determined by Ministry of National Education are examined, it can be seen that outdoor learning activities are emphasized among aims, approaches, explanations of curriculum applications and examples of activities (M.N.E., 2007; 2011a; 2011b; 2012).

In Turkey from the 2000s when the interest towards history teaching began to be intensified, various academic studies about outdoor history teaching have been made. When the local literature is examined, Safran and Ata (1998, p.1) who handled the subject firstly, entitled the concept, which they expressed "history teaching outside of school", as a teaching supported with educational instruments like historical buildings, ancient sites and museums. They indicated the historical environment and oral history as the two important elements of "history teaching outside of school". In this research, instead of the concept of "history teaching outside of school" used in local literature, the concept of "outdoor history teaching (OHT)" is used because of the prevalent use of the concept in foreign literature ("outdoor learning-teaching") and scope the concept expressed.

Following the study of Safran and Ata various studies which handle the mentioned elements (oral history and historical environment) of outdoor history teaching were made. In this context there have been many studies including theoretical knowledge about the subject (Akmehmet, 2008; Aktekin, 2010; Aslan, 2000; Çelebi, 2001; Danacıoğlu, 2001; Demircioğlu, 2007; Kyvig&Marty, 2000; Sarı, 2006; Thompson, 1999). The studies based on practice about OHT elements vary according to their subjects. A number of studies about the subject were made to introduce the effect of oral history, local history, historical places and museums on students from different education levels (Akçalı, 2013; Epik, 2004; Işık, 2002; İncegöl, 2010; Kaplan, 2005; Kaya, 2013; Keskin&Kaplan, 2012; Sarı, 2007; Yeşilbursa, 2006). In these studies it was put forward that teaching history by using oral history, local history, historical places and museums created positive results in terms of academic success, attitudes, historical and high level thinking skills of students. Moreover when the local literature was examined as well as the studies for getting the opinions of students and teachers about OHT, it was seen that there are some studies to prove if history and social sciences teachers are using OHT or not (Aktekin, 2006; 2009; Ata, 2001; Çengelci, 2013; Demircioğlu, 2008; Egüz&Kesten, 2012; Göç, 2008; Kısa, 2012; Metin, 2010; Oran, 2013). When the results of these studies are evaluated, it has been seen that students and teachers have positive opinions about the studies that can be included in OHT. However, it was determined that despite the teachers believe in the importance and benefits of the subject, they are feeling themselves inadequate about performing this and facing some problems in practice. Some of these studies introduced that the opinions of the teachers could be different in respect to some variables (Ata, 2001; Göç, 2008; Kısa, 2012). In this context in recent years there have been seen studies to gain teachers (Işık, 2013) and prospective teachers (Doğan, 2010; Yeşilbursa & Barton, 2011) knowledge and skills about the studies on OHT elements and implement their opinions and attitudes about studies performed.

When the literature is examined, it has been found that there is not a study that presents the opinions of teachers and prospective teachers about OHT comparatively as well as a study which introduces the opinions of prospective teachers in detail. Determining teachers' and prospective teachers' knowledge and awareness, self-efficacy perceptions, attitudes and opinions about performing OHT is important in terms of identifying pre-service and in-service needs, goals and plans to expand the use of OHT of which benefits and importance was introduced. This study aims in filling this gap in the literature and providing contribution, via the perceptions of teachers and prospective teachers about the concept, to the determination of pre-service and in-service needs, goals and plans for expanding the use of OHT in teaching. Accordingly in the study, the opinions of 12 teachers and 12 prospective teachers have been collected and presented comparatively. In the study with the aim of contributing to the determination of pre-service and in-service needs, goals and plans which are necessary for expanding the use of OHT in teaching, "How is the perceptions of history teachers and prospective history teachers about OHT and from which aspects do this answers differ?" was asked as the research question. Sub-questions of the research are the following:

1. How is the knowledge and awareness of the teachers and prospective teachers about OHT?
2. What are the self-efficacy perceptions of the teachers and prospective teachers about OHT?
3. What kind of an attitude do the teachers and prospective teachers have towards OHT?
4. What kind of opinions do the teachers and prospective teachers have towards practicing OHT?

Method

The design of the research is phenomenology that focuses on the phenomena which are known but not had a detailed and in-depth understanding. Phenomena we face may arise in the form of events, experiences, perceptions, trends, concepts and situations (Yıldırım & Şimşek, 2006, p.72). In the research, the phenomenon which is desired to get in-depth insight is the perception of outdoor history teaching. In the phenomenology researches, the data resources are individuals who experienced a phenomenon and can reflect these experiences (Creswell, 2013, p.76; Yıldırım & Şimşek, 2006, p.72). Therefore, as the individuals who may help to make inferences about the phenomenon, history teachers and prospective history teachers were chosen. To contribute the determination of the pre-service and in-service needs, goals and plans with the aim of expanding the use of OHT in teaching, teachers' and prospective teachers' knowledge and awareness, self-efficacy perceptions, attitudes and opinions about performing OHT were collected by interviews and presented comparatively.

Participants

In the selection of teachers and prospective teachers criterion sampling method among purposeful sampling methods was preferred. Because criterion sampling method is one of the most frequently applied methods in phenomenology researches (Given, 2008, p.697; Yıldırım & Şimşek, 2006, p.74) and there is a fact that it is necessary to select teachers and prospective teachers according to some criteria to get in-dept and correct opinions about the subject. Thus the teachers to be selected had to have minimum 5 years of experience for they had been participated in various in-service trainings, witnessed the stages of application of renewed programs, changes programs required and served enough to practice various OHT exercises. Interviewed teachers mentioned that they performed these OHT studies more than once. Prospective teachers were chosen among seniors in departments of history education or among pedagogy course students besides graduated from the faculty of arts and sciences for they have pedagogy knowledge and are educated in history teaching methods in terms of having idea about OHT. Anyway some of the teachers interviewed are graduated from the departments of history education and some others graduated from the faculty of arts and sciences but have pedagogy certificate. Interviews were made with 7 male and 5 female 12 history teachers and 7 female 5 male 12 prospective teachers in spring semester of 2013-2014 and fall semester of 2014-2015 academic years .

Data Collection Tool

The interview technique was used in this study because it is a widely used method to obtain information about the knowledge, opinions, attitudes, behaviors of individuals about various subjects and potential reasons of them (Karasar, 2007, p.166). According to Stewart and Cash (1985, p.3) interview is "a process of dyadic communication with a predetermined and serious purpose designed to interchange behavior involving the asking and answering questions." It is possible to execute the interview with unstructured, semi-structured and structured techniques. In semi-structured interview technique, which is preferred in this study, the researcher prepares interview form which includes questions planned to be asked. Therewithal, the researcher can affect the flow of conversation by additional questions based on the course of conversation and provide the person interviewed make and refine his/her answers (Türnüklü, 2000).

Questions asked in interviews had been designed clearly, comprehensively and away from inducement and in a way to expose the feelings and opinions of teachers about OHT. Then the opinions of experts on questions had been collected and necessary corrections had been made. Moreover, to determine if the questions are proper or not to the group to be interviewed, pilot interviews had been made with a teacher and a prospective teacher and then the questions were reorganized and made ready to application. The interview form composes of 8 open ended and 5 closed ended (3,4,5,7,12.) 13 questions.

The questions are categorized to determine the teachers' and prospective teachers' knowledge and awareness about OHT, perceptions of self-efficacy and attitudes towards the subject and to get their opinions about practicing OHT. The sub-questions of the research are the basic categories of the interview questions. The interview questions and basic categories (sub-questions) in which these questions included are presented below.

Table 1. Interview Questions and Basic Categories

Basic Categories	Interview Questions
Their knowledge and awareness about OHT	What do you understand by the concept of OHT? Which resources can be used in OHT studies? Have you received any training for OHT?
Their perceptions of self-efficacy	Is training necessary to perform OHT? Do you find yourself sufficient about performing OHT? What kind of features the teachers should have to perform OHT?
Attitudes about OHT	What do you think about the relevance of OHT to history course? What kind of benefits can OHT studies provide in history course?
Opinions about practicing OHT	What kind of methods can be used in performing OHT? What difficulties might be encountered in performing OHT? What are your suggestions for making more effective OHT practices? What do you think about the place of OHT in curriculums? Which subjects of history course are more appropriate for OHT?

Analysis of Data

Interviews made with teachers and prospective teachers about OHT were recorded by sound recorder. Than the data obtained were decoded and analyzed. In the analysis of the data obtained by open ended questions, second one of the two analysis methods of descriptive and content analysis that Strauss and Corbin suggested was used. Content analysis has been preferred because it provides possibility to reveal unknown theme and dimensions by the in-dept analysis of data gathered (Cited by Yıldırım & Şimşek, 2006, p.223). Then, the data were coded and classified by reading. Coding has been actualized based on present conceptual framework and by adding new codes occurred in the data reading process. In the second phase, new occurring codes have been gathered under more general specific categories. To ensure reliability, the data had been recoded by another expert and reliability value of coding (in other words correspondence percentage) has been found as 79 percent. This value had been reached by taking the average of all questions' reliability percentages. Correspondence percentage was calculated according to the following formula:

$$\text{Reliability} = (\text{Number of All Compatible categories} \times 100) / (\text{Number of Compatible and Incompatible categories}) \text{ (Miles \& Huberman, 1994, p.64; Türnüklü, 2000)}$$

If the value of coding reliability must be at least 70 percent (Miles&Huberman, 1994, p.64; Multon, 2010, p.628; Yıldırım & Şimşek, 2006, p.233), obtained value (79 percent) indicates that the coding had been made in a reliable way. After all, interview data had been read and coded according to these categories. Moreover in the interpretation of tables direct quotations had been made among the discourses of teachers and prospective teachers to illustrate. By ethical concerns, names of the participants had not been used in quotations, instead, coding had been made like T1, T2, T3...and PT1, PT2, PT3....

Findings

1. Findings about the First Sub-question of Research that "How are The Knowledge and Awareness of The Teachers and Prospective Teachers about OHT?"

1.1 Knowledge of The Teachers and Prospective Teachers on OHT

Table 2. Opinions about What the Concept of OHT is

Sub-categories	Teacher (n=12)		Prospective Teacher (n=12)	
	f	%	f	%
Arranging trips to historical sites	5	42	2	17
History teaching made by outdoor historical resources	3	25	7	58
History knowledge acquired outside of the school (parents, TV, novel, internet etc.)	2	17	3	25
I have no idea	2	17	-	-

When asked what the concept of OHT is, 5 of the teachers (T1,T3,T5,T8,T12) answered as "arranging trips to historical sites" whereas only the two of prospective teachers (PT9,PT11) answered so. Due to their applications in practice, teachers would perceive the concept in the first place as limited with trips out of school. T12 answered that "I perceived the concept as arranging trips to historical sites, observing and watching historical artifacts". On the other hand, whereas 7 prospective teachers (PT1,PT2,PT4,PT5,PT7,PT8,PT12) specified that they perceived the concept as history teaching made by outdoor historical resources like museums, ancient sites, people and etc., only 3 of the teachers answered so (T4,T6,T7). Most of the prospective teachers gave relevant answers to the content of the concept just in the first place. In this regard, PT8 said that "I consider this as a teaching method which based on practice by using historical sites, a museum, or people instead of making students sit and giving lecture by using textbook".

At the same time, 2 of the teachers (T10, T11) and 3 of the prospective teachers (PT3,PT6,PT10) said that they perceived the concept as history knowledge obtained by parents, TV, novels and internet. At this point it is implied that the history knowledge is obtained spontaneously and independent from school, by external resources. Finally 2 of the teachers (T2,T9) indicated that the concept expressed nothing for him/her.

1.2 Knowledge of The Teachers and Prospective Teachers Towards OHT Resources

Table 3. Opinions about What OHT Resources are

Sub-categories	Teacher (n=12)		Prospective Teacher (n=12)	
	f	%	f	%
Museums	6	50	8	67
Other historical places	6	50	9	75
Ancient sites	5	42	3	25
People (oral history)	2	17	6	50
Parents, internet, novels, TV etc.	2	17	-	-
Libraries	1	8	2	17

After explaining exactly what is meant by this concept, the resources can be used for the OHT studies were asked to the interviewees. 6 teachers (T1,T2,T4,T5,T7,T8) and 8 prospective teachers (except PT2,PT5,PT6,PT11) said museums, 6 teachers (T2,T3,T5,T7,T9,T12) and 9 prospective teachers (except PT1,PT3,PT12) said other historical places, 5 teachers (T1,T2,T4,T6,T8) and 3 prospective teachers (PT1,PT8,PT12) said ancient sites, 2 teachers (T6,T8) and 6 prospective teachers (PT1,PT2,PT3,PT6,PT10,PT11) said people or oral history, 2 teachers (T10,T11) said resources like parents, internet, novels, TV., 1 teacher (T3) and 2 prospective teachers (PT2, PT10) said libraries.

1.3 The Opinions of The Teachers and Prospective Teachers about Whether They have a Training on OHT or Not

When we asked teachers whether they received a pre-service and in-service training about OHT, all of them gave negative responses. Against this, 10 prospective teachers (except PT2,PT8) specified that they had training about this subject in departments of history education or in pedagogy course.

2. Findings about the Second Sub-question of The Research that "What are the Self-Efficacy Perceptions of the Teachers and Prospective Teachers about OHT?"

2.1 The Opinions of The Teachers and Prospective Teachers Whether The Training is Necessary or not to Perform OHT

The other question is "Do You Think If Training is Necessary or not to Perform OHT?". 11 teachers (except T11) and all of the prospective teachers answered positively and said that teachers had to be trained specifically to perform OHT.

2.2 Opinions of The Teachers and Prospective Teachers Whether They Feel Themselves Sufficient or Not in Performing OHT

When teachers were asked about their capability of performing OHT, 10 teachers (except T8, T11) and all of the prospective teachers answered negatively. Despite they don't have a training, two of the teachers said that they were feeling themselves sufficient due to the experience they had gained through the OHT practices they made before. In this subject T8 said that "We have many years in teaching. We made something related with this subject. I think I'm also performing sufficiently". On the contrary, prospective teachers despite they specified that they had training in this subject, were feeling themselves insufficient. PT10 said that "We are in faculty of education but the training we have consists of just academic knowledge. So maybe we cannot use it when we start to teach. It's just information stack. I think we do not learn practicing."

2.3 Opinions of The Teachers and Prospective Teachers about Features The Teachers Should Have to Perform OHT

Table 4. Opinions about Features the Teachers Should Have to Perform OHT

Alt Kategoriler	Teacher (n=12)		Prospective Teacher (n=12)	
	f	%	f	%
Should have knowledge about surrounding historic sites	9	75	6	50
Should have knowledge about OHT practices	5	42	2	17
Should have planning and organization skills	6	50	-	-
Should have sufficient pedagogy skills	5	42	7	58
Should be graduated from departments of history education	2	17	-	-
Should have sufficient content knowledge	2	17	2	17
Should be investigative-innovative	1	8	5	42
Should adopt the student centered approach	-	-	1	8

When they were asked about the features that teachers should have to perform OHT studies, 9 teachers (except T3,T4,T8) and 6 prospective teachers (PT1,PT2,PT3,PT7,PT9,PT11) answered that teachers should have knowledge about surrounding historic sites. In this subject T10 said that "Teacher should have the knowledge about environment. For example I'm working in İzmir, I have to know the historical sites in İzmir. I have to know the history of İzmir. A teacher has to know ancient sites, libraries, museums. How can s/he use these for courses if s/he doesn't know?". PT9 said that "the teacher should have the knowledge about places out of school like museums, historical places before s/he takes student to there. S/he has to be sufficient to answer any questions of students there". Moreover 5 teachers (T1,T4,T5,T6,T9) and 2

prospective teachers (PT2,PT8) pointed to the necessity of knowledge about OHT practices. T9 said that *“Having knowledge about local history is important for teacher but there is also another issue: You can reach the information about the area you live in. But if you recount this to the high school student academically, there would be a problem. We would hurt students rather than endearing (history). Not to affect them adversely, we have to know how to balance. We have to know how to use these resources (OHT resources) in practice.”*

At the same time, unlike prospective teachers, 6 of the teachers (T1,T2,T6,T7,T10,T11) touched upon the importance of planning and organization. T7 answered that *“It is necessary to make arrangements about what, where, and how to do. It’s necessary to know how to make organization to avoid interruptions.”* Pedagogical skills were specified by 5 teachers (T2,T6,T7,T9,T11) and 7 prospective teachers (PT1,PT3,PT4,PT5,PT7,PT8,PT12) as the features that teachers should have. T2 answered that *“I think pedagogical knowledge is also so important as well as content knowledge. It’s important how to transfer the information you have on your field. I think it is based on pedagogical knowledge and we are not sufficient in this regard.”* For the same subject PT1 said that *“the teachers’ teaching skills should be sufficient. For example s/he could be able to dominate the class, know teaching techniques”*. As well as 2 teachers (T3,T8) emphasized that its necessary to be graduated from department of history education, 1 prospective teacher (PT6) touched on the necessity of adopting student centered approach. Moreover 2 teachers (T2,T7) and 2 prospective teachers (PT4,PT5) specified that teachers should have sufficient content knowledge. Finally 1 teacher (T5) and 5 prospective teachers (PT3,PT8,PT10,PT11,PT12) said that teachers should be investigative/innovative.

3. Findings about The Third Sub-question of Research that “How are The Attitudes of The Teachers and Prospective Teachers about OHT?”

3.1 Opinions of The Teachers and Prospective Teachers about Relevancy of OHT to The History Course

When they were asked about the relevancy of OHT to the history course, all of the teachers and prospective teachers answered positively. But majority of interviewed people stated that conditions don’t allow the practice.

3.2 Opinions of Teachers and Prospective Teachers about The Benefits of OHT Studies in History Courses

Table 5. Opinions about the Benefits of OHT Studies

Sub-categories	Teacher (n=12)		Prospective Teacher (n=12)	
	f	%	f	%
Makes knowledge permanent	10	83	11	92
Arouses interest/curiosity	7	58	3	25
Prevent courses from being monotony	4	33	2	17
Develops historical consciousness	4	33	4	33
Gives teacher and student the opportunity of acting freely	2	17	-	-
Provides cooperative learning environment	2	17	-	-
Provides opportunity to learn by experience	2	17	3	25
Makes the learned subject concrete	2	17	4	33
Makes learning easier	1	8	3	25
Endears history course	1	8	2	17
Develops imagination	1	8	-	-
Contributes to the world peace	1	8	-	-
Allows the development of historical thinking skills	-	-	1	8
Contribute to the development of teacher			1	8

To the question about the benefits of OHT, 10 of the teachers (except T2 and T12) and 11 of the prospective teachers (except PT11) gave the answer that it makes knowledge permanent. Teachers and prospective teachers drew similar attention to this category. T3 said that *"If we can apply, it provides permanency (for knowledge). Because they (students) experience and see directly, they stick (the knowledge) in mind."* PT2 answered that *"Teacher tells and children listen in class. Then they forget when they go out. However when they see and do something outside, this leaves a long lasting impact."*

7 teachers (T1,T2,T5,T6,T8,T9,T12) and 3 prospective teachers (PT6,PT8,PT10) answered this question that this arouses interest/curiosity. In this subject T6 said that *"Our (history) curriculum is very intense; we generally tell political history in class but the subjects out of this, create interest. For example, they (students) are interested in to see ancient sites. The largest problem of us is time, but if students are interested in (the subject) even they come to ask questions out of class, they wonder."* 4 teachers (T2,T3,T7,T8) and 2 prospective teachers (PT4,PT9) answered that OHT prevents courses from being monotony. T7 said that *"If we think in terms of student, the course does not become routine. We always make student sit in the class and tell about the events lived in past. Then we want them (students) to learn. This is an imaginary thing"*. Moreover 4 of the teachers (T4,T5,T9,T12) and 4 of the prospective teachers (PT3,PT5,PT10,PT11) specified that OHT may develops historical consciousness. In this regard T9 answered that *"This (OHT) is the best way to develop historical consciousness especially in high school"* and PT5 answered that *"(student) gains consciousness to evaluate historical events multidimensionally"*. 2 teachers (T2,T4) and 4 prospective teachers (PT1,PT7,PT10,PT12) answered that it makes the learned subject concrete. In this regard PT1 said that *"(student) would have the chance to see abstract concepts in concrete form. For example, instead of trying to explain what "the car" is to a person who has never seen before, provide him to see it"*.

Moreover, 2 teachers (T8,T10) and 3 prospective teachers (PT1,PT4,PT11) said OHT provides learning by experience, 1 teacher (T2) and 3 prospective teachers (PT1,PT4,PT11) said it makes learning easier, 1 teacher (T5) and 2 prospective teachers (PT3,PT11) answered that it endears history course. At the same time, unlike prospective teachers, 2 teachers (T6,T11) said OHT gives teacher and student the opportunity of acting freely, 2 teachers (T8,T11) said it provides cooperative learning environment, 1 teacher (T1) said it develops imagination, 1 teacher (T9) said it contributes to the world peace. Across this, 1 prospective teacher (PT9) said that OHT contributes to the development of historical thinking skills and 1 prospective teacher (PT2) said it contributes to the development of teacher.

4. Findings about the Fourth Sub-question of Research that "What are the Opinions of The Teachers and Prospective Teachers towards Practicing OHT"

4.1 Opinions of The Teachers and Prospective Teachers about The Methods That can be Used in Performing OHT

Table 6. Opinions about the Methods That Can Be Used in Performing OHT

Sub-categories	Teacher (n=12)		Prospective Teacher (n=12)	
	f	%	f	%
Field trip-observation	10	83	7	58
Interview	4	33	7	58
Research papers	4	33	3	25
Learning by doing	4	33	3	25
Reenactment-role play	3	25	6	50
Group work	2	17	1	8
Story telling	1	8	2	17
Carrying outdoor resources into the class through technology	3	25	-	-
Thematic method	-	-	3	25
Problem solving	-	-	1	8
Six thinking hats	-	-	1	8

When they were asked about the kind of methods that can be used in performing OHT, 10 teachers (except T4 and T10) and 7 prospective teachers (PT1,PT2,PT4,PT5,PT7,PT10,PT11) pointed the field trips-observation. 4 of the teachers (T3,T4,T6,T8) and 7 of the prospective teachers (PT1,PT6,PT7,PT8,PT9,PT11,PT12) drew attention to interview method. All of the teachers and prospective teachers used the interview method synonymous with oral history studies. As an answer to the question, 4 teachers (T1,T6,T8,T12) and 3 prospective teachers (PT1,PT2,PT11) specified that research papers can be useful. 4 of the teachers (T3,T8,T9,T12) and 3 of the prospective teachers (PT1,PT9,PT10) said that the method of learning by doing can be used. 3 teachers (T5,T8,T11) and 6 prospective teachers (PT1,PT3,PT4,PT7,PT9,PT12) said that the methods of reenactment-role play are convenient. However, group works for 2 teachers (T6,T8) and 1 prospective teacher (PT3) and storytelling for 1 teacher (T9) and 2 prospective teachers (PT4,PT9) are convenient methods. Moreover, whereas 3 prospective teachers (PT2,PT3,PT9) said thematic method, 1 prospective teacher (PT9) said problem solving and 1 prospective teacher (PT3) said six thinking hats. 3 teachers (T1,T6,T7) remarked that carrying outdoor resources into the class through technology can be enabling.

4.2 Opinions of The Teachers and Prospective Teachers about The Difficulties that might be Encountered in Performing OHT

Table 7. Opinions about the difficulties that might be encountered in performing OHT

Sub-categories	Teacher (n=12)		Prospective Teacher (n=12)	
	f	%	f	%
Financial problems	9	75	8	67
Permissions	8	67	7	58
Curriculum density/ Shortness of course hours	8	67	3	25
Apathy and reluctance of students	5	42	5	42
Apathy and reluctance of teachers	5	42	7	58
Apprehension about the resources of OHT	4	33	2	17
Problems related with physical conditions	2	17	-	
Excessive number of students	2	17	1	8
Lack of (Ministry of) National Education support	2	17	1	8
Lack of course materials	1	8	-	-
The teachers' lack of training	-	-	2	17
Approaches of parents	-	-	3	25
Approach of school board	-	-	2	17

As an answer to the question about the difficulties that might be encountered in performing OHT, 9 teachers (except T1,T4,T12) and 8 prospective teachers (except PT1,PT7,PT11,PT12) specified financial problems. In this regard T6 said that *"Because there is not a school bus (for trips), the closest distance requires 10 Turkish liras per person. If the distance is longer (it's more). All the students are not able to give this amount of money. Maybe we could arrange some of them to travel for free of charge, but it would not be satisfactory. Financial problems are great. We cannot force them to come and so full participation would not be possible"*. PT6 mentioned that *"There may be financial difficulties. I know that nobody helps. If the grants of schools are insufficient, this may be the biggest problem"*.

8 of the teachers (except T2,T5,T6,T12) and 7 of the prospective teachers (except PT2,PT3,PT6,PT10,PT11) gave answers that reflect the difficulties of getting permission to perform these studies. In this subject T9 said that *"The group we try to educate are younger than 18. So you cannot do anything without parents' permission. We give permission form to students to have parents signed. They copy the signature or don't bring on time. Time passes. So we have difficulty in organizing"*. PT9 said that

“Permission is required. Without bureaucratic procedures you cannot organize even trips. Parents’ permission is necessary. Difficulty arises from these”.

Especially problems about finance and permissions were pointed both by teachers and prospective teachers intensely. Besides, 8 of the teachers (except T2,T9,T10,T11) and 3 of the prospective teachers (PT6,PT10,PT12) pointed out the difficulties that arises from curriculum density/shortness of course hours. T1 specified the subject that *“We are stuck between curriculum and course hours. Schedule cannot be completed. Teachers’ workload is much. We have to prepare many reports related with assessment and evaluation. We have problem with lack of time”*. Whereas the teachers intensively emphasized the problems related with curriculum, small part of the prospective teachers mentioned this.

The other subject that 5 teachers (T2,T4,T10,T11,T12) and 5 prospective teachers (PT5,PT6,PT7,PT8,PT11) pointed out, is the problems related with the apathy and reluctance of students towards these studies. Related with this subject T2 said that *“I think students are also reluctant. If we make an oral history practice, only one or two students would be volunteer to participate”*. PT11 answered that *“Approach of the students is important. They are not interested”*. 5 of the teachers (T4,T5,T6,T7,T9) and 7 of the prospective teachers (PT1,PT4,PT5,PT6,PT8,PT11,PT12) focused on the apathy and reluctance of teachers. T5 answered that *“One of the most important problems is related with mindset of teachers. Teachers do not want to do anything different. S/he concentrated only on giving course and earning money”*. Similarly PT1 said that *“I think that teachers are slothful, they look for an excuse to avoid. These bureaucratic issues give them excuse”*. Moreover 4 of the teachers (T3,T4,T8,T9) and 2 of the prospective teachers (PT2,PT3) pointed to the apprehension related with OHT resources. In this regard T3 said that *“This is related with the history of the city we live in. There are a lot of resources in İzmir but it wouldn’t be possible for another city”*.

2 teachers (T2,T6) and 1 prospective teacher (PT3) pointed to the excessive number of students, 2 teachers (T4,T10) and 1 prospective teacher (PT4) pointed to the lack of support from Ministry of National Education. However, unlike prospective teachers 2 teachers (T5,T8) mentioned the problems related with physical conditions and 1 teacher (T1) touched on the lack of course materials. Unlike teachers, 2 prospective teachers (PT9,PT10) mentioned the lack of training the teachers have, 3 prospective teachers (PT1,PT7,PT10) concentrated on the approaches of parents and 2 prospective teachers (PT1,PT11) touched on the approach of school board.

4.3 Suggestions of The Teachers and Prospective Teachers for Making More Effective OHT Practices

Table 8. Suggestions for More Effective OHT Practices

Sub-categories	Teacher (n=12)		Prospective Teacher (n=12)	
	f	%	f	%
In-service training and directive resources should be provided for teachers	8	67	6	50
Financial support should be provided for these practices	7	58	3	25
Practices should be made together with interested students	5	42	1	8
Bureaucratic procedures should be reduced	4	33	1	8
Some of the class hours/a portion of curriculum should be assigned to these practices	3	25	4	33
Interdisciplinary studies should be made	3	25	1	8
Ministry of National Education should support organization	2	17	5	42
Cooperation with universities should be provided	1	8	-	-
Training about this subject should be given in faculties of education	-	-	6	50
Facilities of museums should be expanded	1	8	1	8
Students' comprehension towards history courses should be improved	-	-	5	42
Parents awareness should be raised	-	-	2	17
There should be a mechanism that controls teacher's activities	-	-	1	8

When their suggestions were asked to make more effective OHT practices, 8 of teachers (except T2,T6,T7,T11) and 6 of prospective teachers (PT3,PT5,PT8,PT9,PT10,PT12) said that in-service training and directive resources should be provided for teachers. T3 answered that *"Source books should be prepared for teachers. It's necessary to describe what the sources (of OHT) are and how we can use them"*. Similarly PT5 answered that *"Training should also be given after starting teaching. They should not be alone. They may not know how to make these practices, just so s/he would avoid."* 7 of the teachers (T2,T3,T5,T6,T7,T10,T11) and 3 of the prospective teachers (PT3,PT4,PT6) mentioned the necessity of financial support for these studies. T2 said that *"Financial resources are not sufficient. Financial situations of our students are not good. Inducement from the center (Ministry of National Education) would be good"*.

In this subject 5 teachers (T1,T2,T4,T9,T12) and 1 prospective teacher (PT11) mentioned that it would be more beneficial to make practices just together with interested students instead of including the entire class. T9 answered this question that *"Trying to do this with all the students attending the course would not be very meaningful. Every student would not be interested and take part actively. These kinds of studies should be done with interested students. If you want all of them to take part in this, it would be destructive whether than constructive. If 5 students are interested out of 35 students in the class, it would be enough. You should perform with them. If they perform the (OHT) activity and tell their experiences to their friends, maybe 2 more students would be interested. If you make it with interested students, it would be more motivating. If you force every student to make this you would push him/her back"*.

Moreover, whereas 4 teachers (T3,T4,T7,T9) and 1 prospective teacher (PT7) said that reducing bureaucratic procedures would be beneficial, 3 teachers (T4,T5,T6) and 4 prospective teachers (PT2,PT6,PT9,PT11) mentioned that some of the classes /a portion of curriculum should be assigned to these practices, and 3 teachers (T5,T8,T9) and 1 prospective teacher (PT9) specified the

benefits of making interdisciplinary studies. 2 teachers (T2,T12) and 5 prospective teachers (PT1,PT4,PT8,PT9,PT12) said that the Ministry of National Education should support organization of these studies. In this subject PT1 said that *“Encouragement of teachers by National Education is necessary. If this does not, teacher just enters the class, tells the subject and leaves. Traditional type of education goes on. Why does s/he struggle for (different type of activities)?”*. However, 1 teacher (T12) and 1 prospective teacher (T9) mentioned the expansion of the facilities of museums and 1 teacher (T5) call attention to the cooperation with universities.

Unlike teachers 6 prospective teachers (PT4,PT5,PT7,PT8,PT10,PT12) said that training about OHT should be given in faculties of education. In this subject PT10 mentioned that *“Quality should be heeded when training prospective teachers. I received the pedagogy training of 6 months. I don’t know how I would be a good teacher just by this (limited) training. Training should be given in better conditions. For both teachers and students”*. Moreover, 5 prospective teachers (PT5,PT7,PT8,PT11,PT12) said that students’ negative comprehension towards history courses should be improved. PT7 said that *“I think it’s a big problem that history course remained unheeded. If the course is history, only the interested ones (students) are listening, others do not even perceive. So the teacher should primarily tell the students why history learning is necessary. The perception of them should be improved. Maybe it’s time that s/he would be interested in going to a museum and affected from being there. Firstly they should be conscious. It’s a little bit necessary to mention that history is still useful today”*. Moreover, different from teachers, 2 prospective teachers (PT7,PT12) specified the awareness of parents and 1 prospective teacher (PT5) mentioned that there should be a mechanism that controls teacher's (their intra-course) activities.

4.4 Opinions of The Teachers and Prospective Teachers about The Place of OHT in Curriculums

Table 9. Opinions about the Place of OHT in Curriculums

Sub-categories	Teacher (n=12)		Prospective Teacher (n=12)	
	f	%	f	%
There is a place for OHT	10	83	2	17
There is no place for OHT	2	17	-	-
I have no idea	-	-	10	83

Whereas 10 teachers answered positively, the other 2 (T4,T12) answered the question related with the place of OHT in the curriculum negatively. But, although 9 of the 10 teachers answered positively, they mentioned that these studies have no sufficient place in practice. When we look at the prospective teachers, 10 of them (except PT5,PT8) had no idea about the place of OHT because they had not examined the curriculum.

4.5 Opinions of The Teachers and Prospective Teachers on Which Subjects of History Course are More Appropriate for OHT

Table 10. Opinions on Which Subjects of History Course are More Appropriate for OHT

Sub-categories	Teacher (n=12)		Prospective Teacher (n=12)	
	f	%	f	%
Ancient Civilizations	8	67	7	58
National Struggle for Independence and Atatürk's Era	8	67	6	50
Period of Seljuks and Principalities	4	33	5	42
Ottoman History	4	33	4	33
All of the subjects	6	50	2	17
Subjects related with culture and civilization	3	25	-	-
Recent times	1	8	-	-
Science of History	2	17	3	25
Republican Era	1	8	4	33

This question about appropriate subjects of history course for OHT was answered as Ancient Civilizations by 8 teachers (except T4,T6,T7,T12) and 7 prospective teachers (except PT2,PT3,PT6,PT10,PT12). 8 teachers (except T1,T4,T7,T12) and 6 prospective teachers (PT1,PT2,PT3,PT5,PT6,PT7) said the subjects about National Struggle for Independence and Atatürk's Era. These two subjects were specified both by the majority of teachers and prospective teachers as the most appropriate subjects to perform OHT studies. Moreover, 4 teachers (T6,T7,T8,T9) and 5 prospective teachers (PT2,PT3,PT5,PT9,PT10) said the subject of Period of Seljuks and Principalities, 4 teachers (T2,T3,T8,T10) and 4 prospective teachers (PT2,PT6,PT9,PT10) said Ottoman History, 6 teachers (T2,T4,T6,T8,T9,T12) and 2 prospective teachers (PT11,PT12) said all of the subjects, 3 teachers (T7,T8,T12) said subjects related with culture and civilization, 1 teacher (T3) said recent times, 2 teachers (T1,T7) and 3 prospective teachers (PT1,PT4,PT11) said subject of Science of History, and 1 teacher (T11) and 4 prospective teachers (PT1,PT5,PT6,PT10) said Republican Era.

Conclusion, Discussion and Suggestions

In this research, the opinions of teachers and prospective teachers towards OHT are examined and presented comparatively to contribute the determination of the pre-service and in-service needs, goals and plans with the aim of expanding the use of OHT in teaching. When the findings are examined, it is concluded that there are some similarities and differences in opinions.

In the first sub-question of the research it is answered how the knowledge and awareness of teachers and prospective teachers are. In this context, firstly, their understanding about the concept of OHT was asked. Whereas almost half of the teachers answered that OHT means taking students to trips to historical places, majority of the prospective teachers gave answers that meet the content of the concept. Accordingly it can be said that prospective teachers' awareness about the concept is higher than teachers. However in both groups there are people that describe the concept incorrectly away from its' real meaning and as history learning independent from the school. In the research of Çengelci (2013) in which she had gotten the opinions of social sciences teachers about outdoor learning, learning by trips and resources like parents, internet, media out of school had an important place among the definitions of teachers. Secondly, after explaining exactly what is meant by this concept, the resources of the OHT were asked to them. The teachers and prospective teachers similarly answered the question that these resources are museums, ancient sites and other historical places. But, different from the prospective teachers, very small part of the teachers said "people/oral history" as the resource of OHT. This situation may be originated from the teachers' rare use of oral history in practice. In one dimension of the study of Metin (2010), history teachers' opinions about oral history had been collected. As a result, it had been seen that majority of them did not use oral history in their courses and the others who use this did not feel themselves sufficient in this regard. Whereas Doğan (2010) in his study by which he aimed at determining the skills of prospective teachers in performing oral history concluded that, they had knowledge, skills and values the oral history studies require. Furthermore, when our interviewees were asked in third question whether they receive training about OHT or not, all of the teachers and majority of the prospective teachers answered negatively in a similar way. Aktekin (2006) also in his study asked 16 history teachers whether they had attended a course about local history or not during their university education, the entire group answered negatively.

The second sub-question of the research aims to comprehend the perception of self-efficacy of teachers and prospective teachers on OHT. The 4th question in this context is about the necessity of training for OHT practices. Almost all of the teachers and all of the prospective teachers said that this is necessary. Similarly in the 5th question, almost all of the teachers and all of the prospective teachers answered that they see themselves insufficient for OHT studies. Ata (2001) in his study in which he had asked the opinions of teachers about using museums in history teaching, specified that teachers had positive opinions on museum education but were not effective because of the insufficiency of their education. In Aktekin's study (2006), 16 history teachers were asked if they are feeling

themselves sufficient in performing local history studies or not. He concluded that half of the teachers were feeling sufficient and others needed additional training. In interviews of Örtten (2008) with social sciences teachers and (2012) with history teachers, it was concluded that all of the teachers were feeling themselves insufficient in using local history to teach history. Similarly in his article which he wrote based on the opinions of 140 history teachers, Demircioğlu (2008) specified that teachers have no sufficient training and knowledge in performing effective museum visits. Göç (2008) in his study in which he made surveys with 132 social science teachers concluded that teachers were feeling themselves insufficient in performing local history practices. The 6th question is about the features that teachers should have to perform OHT and both teachers and prospective teachers mostly specified the necessity of knowledge related with surrounding historical places. The opinions of teachers and prospective teachers vary in planning and organizational skills. Whereas half of the teachers attracted attention to this feature, prospective teachers didn't mention. This situation would be related with lack of knowledge and awareness of the prospective teachers for practice.

The third sub-question of research aimed to understand the attitudes of teachers and prospective teachers towards OHT. One of the questions in this context is 7th question which is about the relevancy of OHT to history courses. As an answer, all of the teachers and prospective teachers said that OHT is relevant to history course. In 8th question they were asked about the benefits of OHT practices. When we look at the answers, both groups have the same idea about OHT studies that they make the knowledge permanent. In majority of answers the element which provides permanency in these kinds of studies was visuality. At the same time it was expressed that OHT would be useful to improve the attitudes, consciousness and different skills of students and for teachers and learning environment. Falk and Dierking (1997) in their studies on students and adults reached the finding that the trips to historical sites and museums made in the past were the most remembered trips by the participants. In interviews of Örtten (2008) with social science teachers about local history studies, teachers specified that local history endears history course, makes learning easier, provides concepts from being abstract, increases the success of students, provides students to socialize, makes them have the sense of responsibility and develops their patriotism. Oran (2013) interviewed with 15 social science teachers about their local history activities. Teachers answered him that they believe in the importance and necessity of local history and local history provides permanent knowledge for student, contributes to formation of culture, develops national consciousness. In Coughlin (2010)'s study, teachers said that trips provide students to gain basic skills of chronological thinking and historical research.

The fourth sub-question of the research aims to learn the opinions of teachers and prospective teachers about performing OHT. In this context, 9th question is related with methods that can be used to perform OHT. As an answer, half of the prospective teachers and majority of the teachers mentioned field trip and observation method. It would be due to the fact that the teachers are mostly organizing trips as OHT studies in practice. However, interview method which is consubstantiated with oral history studies was often specified by the prospective teachers unlike the teachers. Reenactment-role play is the other method mostly mentioned by the prospective teachers. As another striking difference from prospective ones, some of the teachers said that, instead of going out, OHT practices would be performed inside the class through technology. This suggestion also exemplified the perceptions of teachers for OHT in practice. Moreover, unlike teachers, prospective teachers associated different types of methods with OHT. In his thesis, Oran (2013) specified that the social science teachers use field trip- observation method at most and lecture and question-answer methods at least when making local history studies. Göç (2008), in his research on social science teachers, mentioned that most of the teachers didn't lean to field trips to archeological sites and historical places with intention of local history teaching. Moreover majority of the teacher participants mentioned that

they often made use of the research based project performance assignments in studies related with immediate surroundings. In the study of Çengelci (2013) field trips and interviews were two of the outdoor learning activities that social science teachers had been using.

In 10th question, they were asked about the difficulties that might be encountered in performing OHT. Both teachers and prospective teachers said mostly the problems related with financial problems and permissions. (The problems about) Curriculum was specified mostly by teachers, whereas a small proportion of prospective teachers mentioned this. Apathy and reluctance of students and teachers were mentioned by the teachers and prospective teachers at a similar rate. Answers of prospective teachers demonstrate that they were limitedly informed about the problems faced in practice and through negotiations with teachers in schools they do internship. In his research, Aktekin (2006) concluded that teachers had similar problems to perform local history studies related with course hours, bureaucratic obstacles, resources, financial problems, approaches of parents and crowded classes. In the study of Göç (2008), social science teachers mentioned the problems like course hours and curriculum density, lack of information about immediate surroundings, reaching and using resources in performing local history studies. But teachers mentioned that the number of students in classes was not a big problem for them. Across this, in the research of Kısa (2012), he concluded that the biggest problem of teachers in organizing museum visits is the number of students in the classroom. In the article of Çengelci (2013) the important problems that social science teachers meet in outdoor learning are lack of time, behavioral problems of students, economical problems and bureaucratic obstacles.

In 11th question their suggestions were asked to make more effective OHT practices. As an answer, both the teachers and prospective teachers often mentioned providing training, resources and financial support for teachers. However, whereas teachers suggested to make practices together just with interested students, prospective teachers suggested to improve students' comprehension towards history course. Moreover, prospective teachers offered wider range of suggestions than teachers. The other important issue is the suggestions of prospective teachers that training should be given about OHT in faculties of education. This also reflects a critique of these institutions. Thus, they said that they did not receive application oriented training about OHT and they perceive this situation as a deficiency. In his study, Aktekin (2006) specified that most of the teachers he interviewed believe that a special unit should be reserved for local history studies in the curriculum to increase local history studies. In his study, (2012) mentioned that teachers want local history to be placed as a separate unit in curriculum. Egüz and Kesten (2012) said that length of the bureaucratic procedures caused social science teachers to stop willing to organize visits to museums. Moreover they underlined the necessity to encourage and support them to perform museum related educational activities in curriculum.

In another question, their opinions were asked about the place of OHT in curriculums. Majority of the teachers said that OHT has a place in curriculums despite the problems in practice. But majority of prospective teachers said that they have no idea. This proves that, despite they are seniors of faculty of education or as pedagogy course students, they had not examined the curriculums. This is a big deficiency of prospective teachers who are just on the eve of the profession. In Göç's study (2008), the interviewed social science teachers mentioned that they had found the curriculums insufficient for local history teaching. Similarly, in the study of (2012) history teachers said that there wasn't sufficient place for local history in curriculums. The 13th question is about the appropriate subjects of history course for OHT. Both teachers and prospective teachers similarly specified the subjects of ancient civilizations, National Struggle for Independence and Atatürk's era. However, unlike prospective teachers, teachers gave various answers and mostly mentioned that OHT would be applicable for all subjects. This situation can be explained by the experiences of teachers towards practice and curriculum knowledge.

According to these results the researcher suggests:

1. To complete the insufficiencies of teachers' knowledge about the concept of OHT and practice of OHT as they mentioned, in-service trainings should be given. In this context, due to the results of this research, they should be informed especially about OHT resources and methods of application.
2. To conduct teachers and provide them to make OHT practices easily, as well as introducing the resources and methods of OHT, auxiliary sources should be provided to guide them to associate OHT resources with curriculum.
3. When the shortcomings which prospective teachers talked about were considered; as well as they should be equipped with theoretical knowledge about OHT applications, they should make practices in faculty of education. This kind of lectures should be given in these departments.
4. For the problems like curriculum density, lack of time or class hours mentioned by teachers and prospective teachers, the best solution is making interdisciplinary studies. If the OHT study can be planned by integrating more than one lesson, it can be possible to have different gains for students as well as to solve the problem of time constrains. Teachers should be encouraged and educated in this subject. So that, instead of waiting for conditions to be improved, these studies should be spread in existing conditions.
5. Prospective teachers' lack of knowledge about history curriculum is a big problem. The application of theoretical knowledge they have in practice requires a long time experience and personal effort. So they should be informed before beginning the profession, insomuch as there should be courses including practices on curriculums and that generate ideas.
6. Because the application of OHT left to the discretion of the teacher and also responsibility of organization belongs to them, they don't prefer these practices. In this context Ministry of National Education should support the organization of these studies and the applications in schools should be controlled.

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