Metaphors of Social Studies Teacher Candidates on Museum Concept

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Abstract

In recent years, the concept of museum has attracted attention in teaching of social studies which is an interdisciplinary course that attaches importance to in-school and out-of-school processes. Metaphor is to express perceptions on a particular subject figuratively. In this research, it is aimed to reveal perceptions of social studies teacher candidates about museum concept through metaphors. For this purpose, 128 social studies teacher candidates are consulted. The research has been done by phenomenology method which is one of the qualitative research methods and the data is analyzed by content analysis. In this respect, research is a descriptive study. As a result of research, the result is obtained that teacher candidates have developed 36 valid metaphors. While teacher candidates are building metaphors for the museum; they have used mostly book, journey to history, history and life simulations.

Keywords: education, metaphor, social studies

1. Introduction

Social studies is an important lesson which supports socio-cultural development of individuals from past to today, as well as it is a multi-dimensional lesson that is interwoven with many disciplines by its structure and content (Akengin & Kafadar, 2016: 35). The social studies course attracts attention with its being open to theoretical and practical activities, supporting individual development, knowing past by having social consciousness and being effective to live today and protect tomorrow. In recent years, the social studies course is not only dependent on in-school processes it also considers out-of-school education process important. Today, one of the most important places which is emphasized in out of school education part of social studies is museums (Ata, 2015: 184). It is clear museums which reflect the history of the communities and their values as a mirror from past to today are how much important in this context. Museums are structures that interact with education as parts of a whole in the sense of functionality (Bolat Aydoğan, 2017: 74). It is expressed that museums are metaphorically 'a meeting place for gathering', it is a place intended to be visited in the context of cultural development and to be witnessed in history from first day of its foundation to present day (Fors, 2012: 131). In the beginning, museums have been opened with a limited scope and purpose but in recent years they have reached to massive masses with very different and rich contents (Hooper Greenhill, 1999: 3). Museums are closely related to history education and social studies education by its role to shed light on history. Museum education processes which are benefitted especially in the process of enriching lessons are considered also as field works which enable easy access to theoretical and practical information (Stoddard, Marcus, Squire & Martin, 2015: 123). Within the scope of the social studies course which is one of the most effective lessons to make gain museum education and museum awareness (Ata, 2015: 172); imagination of individuals is supported by museum education and visits to museums, quality information about daily life processes of societies from past to present day, their economic structures, technological developments can be reached. Moreover, it is clear that handicaps, verbal-written skills, drama studies, oral and local history perceptions of individuals will develop by museum activities within the scope of social studies course (Kabapınar, 2016: 315-326). The ideas and perceptions of individuals about the museum have been evaluated mostly through metaphors (metaphor and analogy) recently. Metaphor means simile, analogy (TDK, 2017). Another definition of metaphor is the explanation of at least two concepts through simile, analogy (Bulut & Koca, 2017: 142). The concept of metaphor is a structure that helps to restructures and embodies concepts through simulations. Effectiveness and persistency of information also increases because the information which is learned by metaphors forms a meaningful integrity (Candan & Öztaş, 2017: 509). According to Schull (1990), it is emphasized how metaphor concept influences human life, not just the educational process, by saying that if a picture is worth for thousand words; a metaphor is worth for a thousand pictures (Akt, Turan, Yıldırım & Tıkman, 2016: 218). In this study, the perceptions of the concept of "museum" of teacher candidates are taken into consideration through metaphors. The aim of the research is to determine the metaphors that social studies teacher candidates have developed about the concept of

"museum". It is thought that it is important to examine metaphors which teacher candidates develop for concept of "museum" in the categorical sense because it provides opportunity to see what kinds of simulations regarding museum are done and establish a cultural relationship between these simulations and social studies from the past to today.

2. Method

This research is a descriptive study which examines the metaphors developed by social studies teacher candidates on the concept of museum. The research is prepared in phenomenological pattern which is one of qualitative research methods and the data is analyzed by content analysis. It is studied on phenomena that we are aware of it in phenomenological pattern, but we are not aware of it in depth and detail. It may be appropriate to use phenomenological pattern in research that try to explain events which aren't unfamiliar to us, but we cannot comprehend sufficiently (Yıldırım & Şimşek, 2008, 72).

3. Study Group

128 teacher candidates who still continue their education in the Social Studies Teacher Degree Program of a state university located in the Western Black Sea Region constituted the working group of the study. Participation in the work is based on volunteerism. The distribution of participants regarding gender and grade level is shown in Table 1.

Table 1. Variable Table on Distribution of Participants

Gender	Frequency	%
Female	75	59
Male	53	41
Grade level		
First grade	42	33
Second grade	36	28
Third grade	29	23
Fourth grade	21	16
TOTAL	128	100

When Table 1 is examined, it is seen that 75 of the participants (59%) is female and 53 (41%) is male. 42 (33%) of the participants is in first grade, 36 (28%) is in second grade, 29 (23%) is in third grade and 21 (16%) is in fourth grade.

4. Data Collection and Analysis

Metaphor form is applied in order to determine the metaphorical perceptions related to the concept of museum and personal information form in which the participants could express their gender and grade levels is used also as data collection tool. In this respect, data is collected by document investigation during research. Taking into account that participants did not participate in a metaphoric study before study process, metaphor example for 3 concepts is created in every grade. Thus, participants are supported to understand the essence of metaphor study. It is asked from social studies teacher candidates to finish these sentences within 30 minutes "Museum is like.................... Because ... ... " in order to determine the metaphorical perceptions of teacher candidates for the concept of "museum". Metaphors which are developed by teacher candidates regarding the concept of "museum" are taken as written and examined. Then, a grading is carried out about teacher candidates have shaped/associated their metaphors of the museum with what kinds of simulations. Various categorizations are made by using performed simulations related to each grading and the data is analyzed. The metaphors of the teacher candidates regarding the concept of museum are gradually solved by content analysis:

4.1 Coding Data and Deselection Step

At this stage, firstly descriptive analysis of the metaphors developed by the participants done and the obtained data is tabulated. The frequency-percent values of the metaphors which are developed by participants are given place in table. The worksheets are numbered by sorting according to grade-gender-rank numbers of participants (eg 1K8, 3E56). It is checked that whether participants could express their perceptions of the concept of "museum" through a metaphor. Thereafter, 3 worksheets are identified as irrelevant and aren't included in analysis process. These metaphors are given in Table 2.

Table 2. Weak Metaphors

Rank	Code	Metaphor	Deselection reason
1	1K12	Fridge	Irrelevant
2	4E119	Beşiktaş	Irrelevant
3	1K32	Erzincan	Irrelevant

After removing irrelevant metaphors, study continued with the analysis of metaphors which are developed by 125 people.

4.2 Forming Categories

At this stage, 3 categories have been formed by considering the relation between metaphor-subject / content conformity of the data which is developed by the participants for the concept of museum and planned to be included in the study. Formed categories are gathered under the headings of "in terms of time-space relation, in terms of scientific-education and in terms of cultural-development".

4.3 Validity and Reliability Process

In this study where 36 valid metaphors are developed on the concept of the museum, support has been taken from 2 field experts to ensure that the research process is valid and reliable. The obtained data is presented to the expert opinion (number of agreements/ total number of agreements + disagreement) (Miles & Huberman; 1994: 64) and the compliance coefficient between the opinions of the experts is obtained as 0.94.

5. Findings

In this part of the study, findings and analyzes related to developed metaphors by social studies teacher candidates for the concept of museum are given place.

5.1 Findings on Metaphors Regarding Concept of Museum

Findings of developed metaphors by social studies teacher candidates about the concept of museum are given in Table 3.

Table 3. Metaphors of teacher candidates

Rank	Metaphor	f		Grade				f
		Female	Male	1.	2.	3.	4.	
1	Book	8	4	5		5	2	12**
2	Journey to History	7	4	8	2		1	11**
3	History	8	2	6		2	2	10**
4	Life	3	6	3	3	1	2	9**
5	Mirror	4	4	5	1	1	1	8
6	Culture Bridge	4	4		4	2	2	8
7	Time Machine	5	2	3	1	1	2	7
8	Tree	1	1	1	1			2
9	Pomegranate		1	1				1
10	Living History	3		1	1	1		3
11	Home		2	1			1	2
12	Antique dealer	1	1	2				2
13	Compass	1		1				1
14	Culture	2		1	1			2
15	Photo album	2		1	1			2
16	Light	2		1	1			2
17	Moneybox	1	3		2	2		4
18	Cinema	2	2		1	3		4
19	Notebook	2			1		1	2
20	History book	1	2		3			3
21	Library		1		1			1
22	Time tunnel	1	1		2			2
23	Art	1			1			1
24	Remembrance	5			1	2	2	5
25	Cultural heritage	2	1		3			3
26	Identity		1		1			1
27	History atlas		1		1			1
28	Lantern	1	2		1	2		3
29	Exhibition	1	2			1	2	3
30	Chest	2				1	1	2
31	Jewelry		1			1		1
32	Toy store	1				1		1
33	World		2			2		2
34	Historical City	1			1			1
35	Documentary		1				1	1
36	Product	1	1				2	2
	Total	73	52	40	36	29	20	125

When Table 3 is examined, it is seen that social studies teacher candidates have developed 36 valid metaphors. In metaphors which participant teacher candidates develops on museum concept; it is seen that mostly *book (12), journey to history (11), history (10) and life (9)* simulations are repeated, at least *pomegranate, compass, library, art, identity,*

history atlas, jewelry, toy store, historical city and documentary (1) simulations are repeated. When metaphor table is examined, it is understood that book metaphor is repeated 12 times. According to 3F80 who is one of teacher candidates who resemble museum to a book:

"Museum is like book because there are informative things from unknown topics in it." In example which simulation of museum is like book has been done, it is attracted attention on museums contain a wide variety of information in it just as same books. According to 4M108 who is one of teacher candidates who resemble museum to journey to history:

"The museum is like a journey to history because we see cultural elements that have left us from the past as traveling in time, we wander and learn." When relevant example is examined, it is expressed that museum teaches a wide range of information till history and cultural development of society while travelling as journey to history. It is seen that the history metaphor is repeated 10 times in teacher candidates. According to 1M7 who is one of teacher candidates who resemble museum to history:

"Museum is like history because it reflects past to present." In the example which museum is resembled to history, it is emphasized that the museums reflect the traces of past to today as history. In research which simulation of museum is like life has been done 9 times, according to 1K13 who is one of the participants:

"It present all reality as what is lived from past to present". When look at the example, it is understood that emphasis has been done on museums carry traces on living with all reality like life.

According to 2M69 teacher candidate who says museum is like history atlas which is one of the metaphors which participant teacher candidates express at least:

"Museum is like history atlas because when we enter in it, we cannot get out, we ruminate on, we live and learn history." When example is examined, it is understood that the museum has taken human in it like history atlas, has taken away from past to life experience in present. According to 2M71 teacher candidate who says museum is like identity:

"Museum is like identity because it keeps history of nations and our national culture alive". According to example, it is emphasized on that museums reflect past and national identity of societies.

5.2 Findings for Categorizing Metaphors Related to the Concept of Museum

The categories regarding developed metaphors by social studies teacher candidates for the concept of museum are given in Table 4.

Table 4. Categories according to the metaphors of teacher candidates

Category	Metaphor Number	Metaphors	f
In terms of time-space relation	**14**	History (10), Life (9), Time machine (7), Journey to History (11), Living history (3), Home (2), Antique dealer (2), Library (1), Time tunnel (2), Remembrance (5), Jewelry (1), Toy store (1), World (2), Historical city (1)	**57**
In terms of science-education	12	Book (12), Cinema (4), Compass (1), Mirror (8), Photo album (2), Light (2), Notepad (2), History book (3), History atlas (1) Lantern (3), Product (2), Documentary (1),	**41**
In terms of Cultural Development	**10**	Cultural Heritage (3), Art (1), Exhibition (3), Chest (2), Pomegranate (1), Wood (2), Cultural Bridge (8), Moneybox (4), Identity (1)	**27**
TOTAL	**36**		**125**

When the metaphors which are developed by social studies teacher candidates for the concept of museum are categorized under the headings "time-space, scientific-educational and culture-developmental"; it is seen that participants have grouped museum concept mostly in "*in terms of time-space relation (57)*" category, at least in "*in terms of culture-development (27)*" category.

6. Result

In this research, metaphors which are developed by social studies teacher candidates about the concept of museum are

mentioned. It has been researched that museum concept is metaphorized with which simulations. In this study, the metaphors of museum concept of social studies teacher candidates are researched. According to obtained results from the research, it is seen that the social studies teacher candidates developed 36 valid metaphors about the museum concept. When look at developed metaphors, it is seen that mostly *history (12), journey to history (11), book (10), life (9)* expressions are repeated; at least *pomegranate, compass, library, art, identity, history atlas, jewelry, toy store, historical city and documentary (1)* statements are repeated. In the study which metaphoric perceptions of students related to museum concept are examined (Mentiş Taş & Yıldız, 2015); it is seen that while travel to past regarding museum category mostly emphasized, the most developed metaphor is the time machine. As a result, the research supports this study. Another research which emphasizes the fact that museums construct a bridge between the past and present and support continuity of cultural development supports also results of the study (Akman et al, 2015). The research which attracts attention to make social studies course and museums associated and emphasizes that in the future museum tour activities will be more valuable (Cutsforth Kaschak, 2014) supports also study. The research which states effectiveness of museum trips, carrying out it is important by activities with pre- and post-museum education process and on-site staff (Kısa, 2012); (Güleç & Alkış, 2003) is also compatible with this study in terms of results. The research which examines relationship between social studies course and museums, emphasis the transformation of the course into more effective, entertaining and information is embodied (Caliskan, Önal & Yazici, 2016) also supports study through results. Research which expresses that relationship of museums with social studies helps to embody information about cultural heritage items and conduct a link between past and today by shedding light on history is also important for study in terms of results (Kılcan & Akbaba, 2013).

As a conclusion, in this study which examines metaphors on museums that are important concepts for the continuity of social and cultural development; it is understood social studies teacher candidates have developed numerous valid metaphors about the concept of museum. Moreover, it is also important that developed metaphors include important simulations in terms of supporting the constructing past-present-future bridge.

Based on these results, the following suggestions can be made:

1. This research is a descriptive study which aims to identify metaphorical perception of prospective teachers regarding museums. In the following years, subject matter and scope can be extended by the researchers and the application can be repeated.

2. Within curriculum of all education levels, the importance of museums in terms of including social and cultural values and traces of the past can be pointed out.

3. Metaphor related to the museum, topics which can attract attention such as the importance of museum education can be discussed in educational environments like congress, symposium and issue can be discussed in depth on the subject.

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