

THE USE OF HISTORICAL ENVIRONMENT IN SOCIAL STUDIES TEACHING

1	Course Title:	THE USE OF HISTORICAL ENVIRONMENT IN SOCIAL STUDIES TEACHING	
2	Course Code:	SOS6111	
3	Type of Course:	Optional	
4	Level of Course:	Third Cycle	
5	Year of Study:	1	
6	Semester:	1	
7	ECTS Credits Allocated:	3.00	
8	Theoretical (hour/week):	2.00	
9	Practice (hour/week):	0.00	
10	Laboratory (hour/week):	0	
11	Prerequisites:	None	
12	Language:	Turkish	
13	Mode of Delivery:	Face to face	
14	Course Coordinator:	Dr. Öğr. Üyesi ERKAN ŞENŞEKERCİ	
15	Course Lecturers:	Yok	
16	Contact information of the Course Coordinator:	Dr.Öğr.Üyesi Erkan Şenşekerci	
17	Website:		
18	Objective of the Course:	The main aim of the course is to enable students to associate the theoretical and intellectual foundations of outside learning approach with historical environment opportunities and to develop positive attitudes towards the protection of historical environment.	
19	Contribution of the Course to Professional Development:	Contributes to students' multi-perspective thinking about outside learning, to form a vision of the pedagogical value and richness of the historical environment, and to gain awareness of the findings of research on the subject.	
20	Learning Outcomes:		
		1	Comprehend the nature of the science of history.
		2	Raise awareness of current problems and solutions of history education.
		3	Comprehend the intellectual and theoretical foundations of outside learning approach.
		4	Define the historical environment and classify its types.
		5	Critically evaluate the curriculum in terms of the use of the historical environment.
		6	Are able to plan and implement teaching activities on historical environments
		7	Become aware of the problems that restrict the use of the historical environment.
		8	Search the national literature on the subject and recognize the main findings.
		9	Search the international literature on the subject and recognize the main findings.
		10	Develop practical plans or suggestions for social studies teachers by conducting seminars on the subject.
21	Course Content:		
		Course Content:	

Week	Theoretical	Practice
1	The nature of historical sciences	
2	Current problems of history teaching and its proposed recommendations	
3	Philosophical foundations of outside learning	
4	Theoretical foundations of outside learning	
5	Historical environment and types in terms of outside learning	
6	Approach to the use of the historical environment in the Social Studies curriculum and references to the historical environment in learning areas	
7	Planning and implementation of historical environmental activities-I	
8	Planning and implementation of historical environmental activities-II	
9	Problems restricting the use of the historical environment according to teachers' views	
10	Recommendations for the effective use of the historical environment	
11	Surveying the national literature on the subject-I	
12	Surveying the national literature on the subject-II	
13	Surveying the international literature on the subject-I	
14	Surveying the international literature on the subject-II	
22	Textbooks, References and/or Other Materials:	Alkış, S., & Oğuzoğlu, Y. (2005a). İlköğretim öğrencilerinin tarihi çevre bilgisinin değerlendirilmesi. <i>Uludağ Üniversitesi Eğitim Fakültesi Dergisi</i>. 18(1), 23-46. Alkış, S., & Oğuzoğlu, Y. (2005b). Ülkemiz koşullarında tarihi çevre eğitiminin önemini ve gerekliliğini arttıran etkenler. <i>Uludağ Üniversitesi Eğitim Fakültesi Dergisi</i>. 18(2), 347-361. Avcı Akçalı, A. (2015). Perception of outdoor history teaching in theory and practice: Opinions of teachers and prospective teachers. <i>Eğitim ve Bilim</i>. 40(181), 117-137. Avcı, C., & Öner, G. (2015). Tarihi mekânlar ile sosyal bilgiler öğretimi: Sosyal bilgiler öğretmenlerinin görüş ve önerileri. <i>Abant İzzet Baysal Üniversitesi Eğitim Fakültesi Dergisi</i>. 15 (USBES Özel Sayısı I), 108-133. Castle, M. C. (2002). Teaching history in museums. <i>Ontario History</i>, XCIV(1). Çengelci, T. (2013). Social studies teachers' views on learning outside the classroom. <i>Educational Sciences: Theory & Practice</i>, 13(3), 1836-1841. Demircioğlu, İ. H. (2005). Tarih öğretiminde öğrenci merkezli yaklaşımlar. Ankara: Anı Yay. Demircioğlu, İ. H., & Demircioğlu, E. (2015). Okul dışı sosyal bilgiler öğretiminde tarihsel çevrenin kullanımı. A. Şimşek ve S. Kaymakçı (Editörler), <i>Okul dışı sosyal bilgiler öğretimi</i> (ss. 99-112). Ankara: Pegem Akademi Yay. Fägerstam, E. (2012). Space and place: Perspectives on outdoor teaching and learning (Liu-tryck). Linköping:

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23	Assesment		
TERM LEARNING ACTIVITIES		NUMBE R	WEIGHT
Midterm Exam		1	30.00
Quiz		0	0.00
Home work-project		1	10.00
Final Exam		1	60.00
Total		3	100.00
Contribution of Term (Year) Learning Activities to Success Grade			40.00
Contribution of Final Exam to Success Grade			60.00
Total			100.00
Measurement and Evaluation Techniques Used in the Course			Written exams at the stages of comprehension, analysis and synthesis based on field knowledge Project work for production
24	ECTS / WORK LOAD TABLE		

Activites	Number	Duration (hour)	Total Work Load (hour)
Theoretical	14	2.00	28.00
Practicals/Labs	0	0.00	0.00
Self study and preperation	14	2.00	28.00
Homeworks	1	10.00	10.00
Projects	0	0.00	0.00
Field Studies	0	0.00	0.00
Midterm exams	1	6.00	6.00
Others	1	10.00	10.00
Final Exams	1	8.00	8.00
Total Work Load			96.00
Total work load/ 30 hr			3.00
ECTS Credit of the Course			3.00

25	CONTRIBUTION OF LEARNING OUTCOMES TO PROGRAMME QUALIFICATIONS															
	PQ1	PQ2	PQ3	PQ4	PQ5	PQ6	PQ7	PQ8	PQ9	PQ10	PQ11	PQ12	PQ13	PQ14	PQ15	PQ16
ÖK1	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ÖK2	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1

ÖK3	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ÖK4	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ÖK5	1	1	1	1	1	1	1	1	1	1	3	1	1	1	1	1
ÖK6	1	4	1	3	1	1	1	3	1	1	1	1	1	1	1	1
ÖK7	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
ÖK8	1	1	5	1	1	1	1	1	1	1	1	1	1	1	1	1
ÖK9	1	1	5	1	1	1	1	1	1	1	1	1	1	1	1	1
ÖK10	1	1	1	1	1	4	3	1	1	1	1	1	1	1	1	1
LO: Learning Objectives PQ: Program Qualifications																
Contrib ution Level:	1 very low			2 low			3 Medium			4 High			5 Very High			