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Using Memory Places in Social Studies Teaching

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Abstract

The aim of this study is to enable pre-service teachers studying in the undergraduate program of social studies teaching to recognize memory places that can be accepted as out-of-school learning environments, to associate them with social studies education and to show them how to use memory places in their fields. Action research, one of the qualitative research models, was used in the study. "Interview Form 1" and "Interview Form 2" developed by the researcher were used as data collection tools. Before the implementation process started, the researcher applied Interview Form-1 to the final year pre-service social studies teachers. As a result of the examination of the applied form, 23 volunteer pre-service teachers who gave insufficient answers to the questions were determined as the study group. A total of 30 sessions and 57 hours of practice were conducted with the study group. At the end of each session, feedback about the application were received from the pre-service teachers. At the end of 30 sessions, "Interview Form 2" was applied to the study group and an evaluation was made about the whole process. The data obtained from the study group were analyzed using descriptive analysis and content analysis. When the results of the study are evaluated in general, it can be said that all of the pre-service social studies teachers in the study group were able to explain the memory places at the end of the applications. It is also possible to say that they were able to identify memory places in out-of-school learning environments, associate memory places with social studies course outcomes, and prepare lesson plans for out-of-school learning environments using memory places. In the light of the results of the research, memory places throughout Turkey can be identified and studies can be carried out on how they can be used in social studies. In addition, in-service training can be given regarding the implementation process of memory places.

Keywords: Social studies, Memory places, Out-of-school learning, Out-of-school learning environment, Learning candidate

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Hafıza Mekanlarının Sosyal Bilgiler Öğretiminde Kullanılması

Özet

Bu araştırmanın amacı, sosyal bilgiler öğretmenliği lisans programında öğrenim gören öğretmen adaylarının okul dışı öğrenme ortamlarından kabul edilebilecek hafıza mekânlarını tanımasını, sosyal bilgiler eğitimi ile ilişkilendirmesini sağlamak ve hafıza mekânlarını alanlarında nasıl kullanacaklarını onlara göstermektir. Araştırmada nitel araştırma modellerinden eylem araştırması kullanılmıştır. Araştırmada veri toplama aracı olarak, araştırmacı tarafından geliştirilen, “Görüşme Formu 1” ve “Görüşme Formu 2” kullanılmıştır. Uygulama süreci başlamadan önce araştırmacı, sosyal bilgiler öğretmenliği bölümü son sınıf öğretmen adaylarına Görüşme Formu 1’i uygulamıştır. Uygulanan formun incelenmesi sonucunda sorulara yetersiz cevap veren öğretmen adaylarından gönüllü 23 kişi çalışma grubu olarak belirlenmiştir. Çalışma grubu ile 30 oturum ve toplam 57 saat uygulama yapılmıştır. Her oturum sonunda öğretmen adaylarından uygulama ile ilgili dönütler alınmıştır. 30 oturum sonunda çalışma grubuna “Görüşme Formu 2” uygulanmış ve tüm süreçle ilgili değerlendirme yapılmıştır. Çalışma grubundan elde edilen veriler, betimsel analiz ve içerik analizinden yararlanılarak çözümlenmiştir. Araştırmanın sonuçları genel olarak değerlendirildiğinde, uygulamalar sonunda çalışma grubundaki sosyal bilgiler öğretmen adaylarının hepsinin hafıza mekânlarını açıklayabildiği söylenebilir. Ayrıca okul dışı öğrenme ortamları içerisinde hafıza mekânlarını belirleyebildiklerini, sosyal bilgiler dersi kazanımlarıyla hafıza mekânlarını ilişkilendirebildiklerini ve hafıza mekânlarını kullanarak okul dışı öğrenme ortamlarına yönelik ders planı hazırlayabildiklerini söylemek mümkündür. Araştırmanın sonuçları ışığında Türkiye genelinde yer alan hafıza mekanları tespit edilip bunların sosyal bilgilerde nasıl kullanılabileceğine yönelik çalışmalar yapılabilir. Ayrıca hafıza mekanlarının uygulama süreciyle ilgili hizmet içi eğitimler verilebilir.

Anahtar Kelimeler: Sosyal bilgiler, Hafıza mekanları, Okul dışı öğrenme, Okul dışı öğrenme ortamı, Öğrenme adayı

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1. Introduction

One of the key objectives of education is to motivate students in the classroom setting and ensure they are ready to learn. The manner in which lessons are delivered and the learning environments are significant factors in achieving this. Learning environments are crucial elements that contribute to student learning. Typically, the educational process is structured within schools and classrooms. However, schools and classrooms can sometimes be inadequate for effectively teaching certain subjects. Non-school places play an important role in supporting student motivation, making the lesson fun, breaking the monotony of the classroom, enhancing students' cognitive, affective, and psychomotor skills, and helping to achieve the lesson's objectives (Eshach, 2007; Akhan & Kaymak, 2019). From the perspective of social sciences, many places can serve as learning environments. For historians, a historical archive; for geographers, terrains; for archaeologists, a dig site; for lawyers, courthouses; and for sociologists, a neighborhood can be significant working places. In this vein, expecting a course, specifically social studies, which is informed by the social sciences, to achieve its objectives solely within the school and classroom setting would not be an appropriate approach (Akhan & Kaymak, 2019).

Orr (2004) defines out-of-school learning as education aimed at fostering a sense of good citizenship adapted to living in a place without altering its natural fabric. Considering that the fundamental goal of social studies is to cultivate good and effective citizens (NCSS, 2014), Orr's statement highlights the significance of out-of-school learning for social studies. Social studies, which possess a multidisciplinary nature and take on the task of regulating an individual's relationship with society (Parker, 2009; Sönmez, 2010), greatly benefit from out-of-school learning experiences in effectively achieving its objectives. These experiences can range from involving students in examining the history of their community to managing a recycling center, analyzing a consumer's preferences for a specific brand, studying inscriptions on gravestones, or visiting a nearby historical site (Knapp, 1986). Social studies education conducted outside of school can both broaden children's learning experiences and facilitate their acquisition of knowledge about science and the natural world. Students gain the opportunity to experience nature firsthand and learn environmental rules more effectively (Auer 2008). Therefore, planning social studies course contents, methodologies, and durations to be compatible with

out-of-school activities is of great importance (Çengelci, 2013; Şeyihoğlu & Uzunöz, 2012; Akengin & Ersoy, 2015; Coşkun Keskin & Kaplan, 2012).

Teachers are expected to identify an out-of-school learning environments location and select appropriate learning objectives to tailor their lesson plans accordingly during in-service training. Studies have shown that while teachers believe that lessons taught in out-of-school learning environments have an impact on the learning-teaching process, they tend not to prefer conducting lessons in these environments (Orion et al., 1997; Simmons, 1998; Carrier, 2009). Therefore, it is essential for social studies teachers to acquire the necessary skills to utilize out-of-school learning environments and incorporate them into their teaching, either before or during their service. There are many places outside of school that are conducive to effectively conveying social studies topics. These places also serve as memory places, reflecting the shared past, joys, and sorrows of communities. The concept of memory places was introduced by French historian Pierre Nora. In his work "Realms of Memory," Nora discusses how elements sustaining national memory and culture are found in these memory places. Before delving into memory places, it is appropriate to explain the relationship between memory and place.

Memory is involved in the formation of our existence and is a record of our way of understanding or perceiving the world (Vigne, 2019). Simply put, memory is the process of encoding and storing records of experiences that can be recalled or reemerged in subsequent applications. This process can occur voluntarily or involuntarily (Jones, 2011). Huyssen (1999) notes that what constitutes memory is a delicate fissure between the past and the present. This fissure keeps memory vividly alive, distinguishing it from archives or any other storage and system. There are certain places in society where people revisit and revitalize their past, rekindling their memories and attachments. Altman and Low (1992) argue that these attachments are not only to physical places but primarily to the meanings and experiences associated with the place. In essence, Altman and Low are setting the groundwork for Nora's concept of "memory places."

Pierre Nora (1994) elucidates the concept of memory places, stating, "I saw our national memory rapidly disappearing and embarked on a census of memory places; memory especially emerges within these places and the most striking symbols are seen here, dependent on people's will or the centuries: Festivals, emblems, monuments, commemorative ceremonies, as well as

panegyrics, dictionaries, and museums." Boyer (1994, pp. 26-31) also emphasizes that places are significant tools in retaining and reproducing the experiences embedded in societies' memories. Collective memory created by people is often associated with objects and places, with places revealing the collective memory of individuals. The social memory, consisting of memories and past experiences, is indeed a part of the place and binds its inhabitants to it (Rossi, 1982). Norberg-Schulz (1979) perceives place as a living organism, arguing that it possesses a character and that over time, as the network of social relations deepens, a *genius locus*, or spirit of the place, develops. Norberg-Schulz's concept of *genius loci* bears resemblance to Nora's memory places. As many scholars have pointed out, it is plausible to assert that memory is associated with places, and that society's culture, cultural heritage, identity, and affiliations are revitalized and evolve through places.

The concept of place essentially links the mental with the cultural, and the social with the historical. Social relations and concrete abstractions find real existence only within and through place. Their foundations are spatial (Lefebvre, 2014, pp. 25,402). Assmann (2015, p. 23) articulates that memory places shape and sustain significant experiences and memories over time, adding images and stories of another time to the horizon of the present and reviving memories, thus merging the past with the present. These places, which unite people in a "we," create a binding structure based on both adherence to social norms and values and the memories of a collective memory. Proceeding from this, the integration of social studies curriculum, which aims to cultivate citizens respectful of their past, history, and cultural heritage, with out-of-school learning environments will facilitate the real-life manifestation of these subjects. This is because social studies is the most appropriate subject to deliver heritage education. Social studies encompass the practices, values, rituals, traditions, and customs in which a person lives and participates (Karakuş, 2017). Owing to its capacity to contain both abstract and concrete topics like cultural heritage, social studies possess a rich content in terms of memory places. Therefore, the use of memory places, which are out-of-school learning environments, in teaching cultural heritage topics will enable students to gain concrete experiences, thereby accelerating their progress towards educational objectives. The use of memory places in social studies classes, which are a cultural treasure trove waiting to be explored within out-of-school learning environments, is thought to not only effectively convey learning outcomes but also to strengthen students' sense of belonging to the past and, in turn,

support the conservation of national memory. This research aims to serve as a model for teacher candidates to discover and utilize memory places within out-of-school learning environments in their teaching, thereby contributing to the field.

A review of the literature related to the topic reveals no direct studies on the use of memory places as an out-of-school learning environments in social studies. However, the existence of some studies has been identified regarding the use of memory places in teaching (Karatekin et al., 2017; Çapkın, 2018), in action research (Öztaşçı, 2017; Hayta & Akhan, 2014; Akça Berk, 2012), in utilizing historical places in social studies (Üztemur et al., 2018a; Üztemur, Dinç & Acun, 2018b), and in creative drama with action research (Bayram & Çalışkan, 2019; Aysal, 2012). Additionally, it is observed that research on memory places is generally concentrated in the fields of sociology and architecture (Ak, 2018; Aktin, 2017; Aydoğan, 2016; Biçel, 2013; Biricik, 2016; Bilginer Erdoğan, 2013; Cihangiroğlu, 2016; Cihangiroğlu, 2019; Doğu & Varkal Deligöz, 2017; Dural Tasouji, 2013; Ekman, 2009; Karakaş, 2019; Kır, 2016; Kırıcı, 2015; Mowla, 2004; Öymen Özak & Pulat Gökmen, 2009; Parmaksız, 2012; Pösteki, 2012; Saç, 2009; Sarıkaya Levent, 2017; Suda, 2017; Tekin, 2017; Uzunoğlu, 2018; Yıldırım, 2018; Yüksel, 2019).

2. Method

2.1. Research Model

In this study, the aim was to enhance the knowledge of senior pre-service social studies teachers about both out-of-school learning environments and memory places that contribute to cultural continuity, and to enable them to relate and utilize memory places in their teaching. To this end, action research, one of the qualitative research methods, was used. Action research is a research model that involves practicing, collecting data, and analyzing to understand and solve an existing problem, conducted by a practitioner working in any institution alone or with the help of a researcher (Yıldırım & Şimşek, 2013). Aksoy (2003) discusses some prominent features of action research, including the primary goal of improving practice, direct involvement of the practitioner in the research process, and conducting the research with real people in real settings. In this study, activities were conducted in real settings, namely the education faculty and various out-of-school learning environments, with real students, aiming to increase the knowledge levels of pre-service teachers with the researcher's involvement in the process.

2.2. Study Group

The study group of the research consisted of 23 pre-service teachers, 13 female and 10 male, from the Department of Social Studies Education in a faculty of education located in the Mediterranean region, all of whom were in their final year. To determine the study group, initially, a Group Interview Form 1 was administered to 76 senior pre-service teachers. This tool aimed to gather pre-service teachers' views on out-of-school learning environments and memory places and also requested them to create a lesson plan relating social studies lessons to memory places. It was determined that the pre-service teachers lacked knowledge about memory places, and none could adequately complete the lesson plan related to the out-of-school learning environments as required by the form. These pre-service teachers were informed about the purpose of the study and those who could allocate the necessary time and maintain continuous participation signed a consent form to volunteer for the study. It is possible to say that the study group was determined through criterion sampling and convenience sampling.

Criterion sampling aims to work with individuals who meet predefined conditions. The fundamental notion in criterion sampling is to study all cases that meet a predetermined set of criteria. These criteria can be developed by the researcher or may use an existing list of criteria (Yıldırım & Şimşek, 2013). In this study, the criteria sought were being senior social studies pre-service teachers, having the competency to prepare lesson plans due to internship experiences, and lacking the competency to relate social studies lessons with out-of-school learning and memory places. The convenience sample used in determining the study group was chosen due to its "accessibility, ease of access, and adding speed and practicality to the research" (Yıldırım & Şimşek, 2013).

2.3. Data Collection

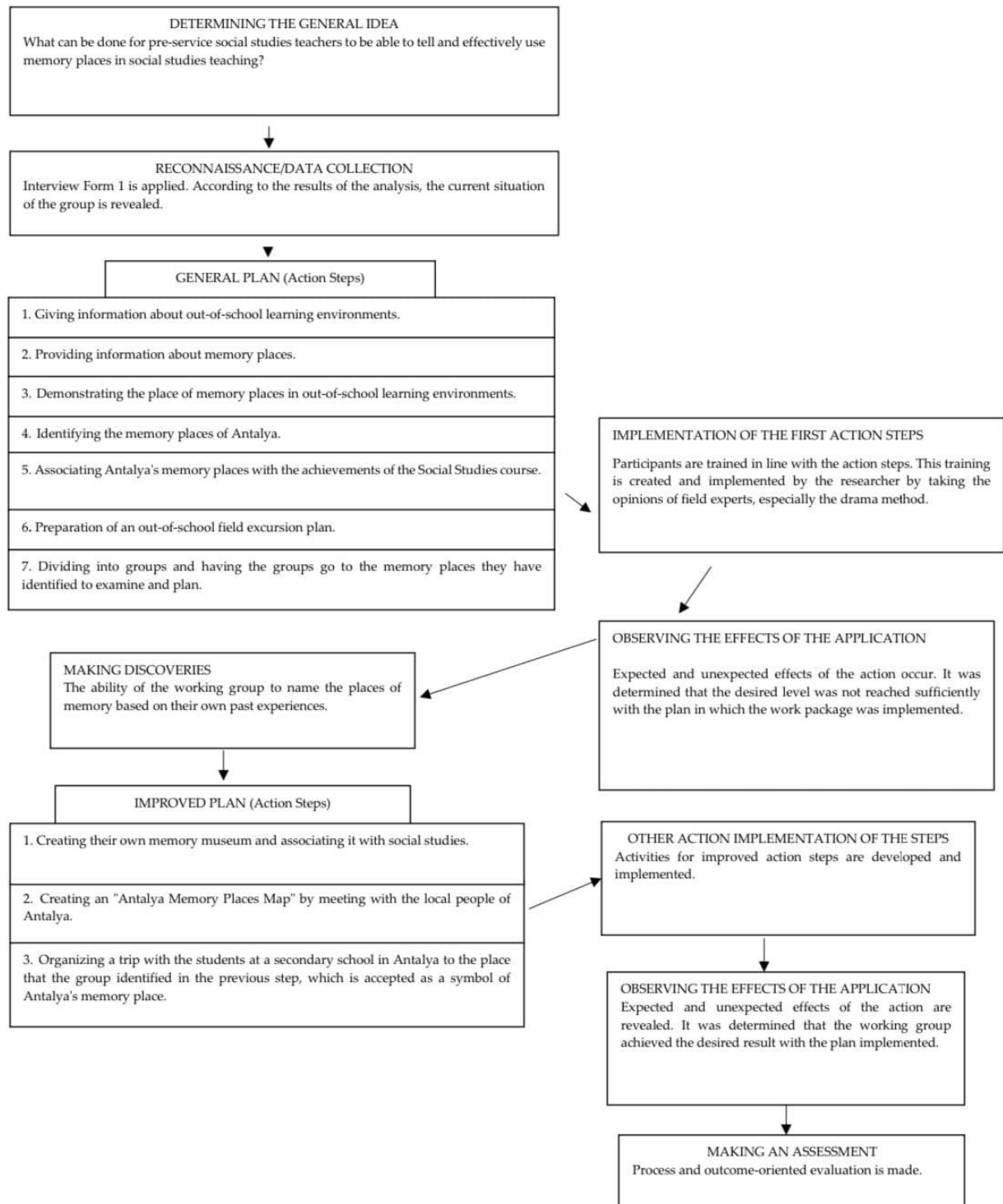
The data for the research were collected using Interview Form 1, Interview Form 2, and the Session Evaluation Form administered at the end of each session, all prepared by the researchers. In addition, on the final day of the applications, the lesson plans prepared by the study group were used for data collection. The data collection tools were reviewed by two field experts. Following their feedback, the tools were presented to a language expert for review and

linguistic control. Subsequently, the final versions of the data collection tools were established, and the necessary permissions were acquired.

Before commencing the applications and data collection process in the research, the researchers prepared an action plan due to the action research nature of the study. The action plan constitutes the first stage of the five-stage cyclical structure of action research (Kemmis, McTaggart, and Retallick, 2000, cited in Keser Özmentar, 2019). In preparing the action plan, the researchers utilized Aksoy's (2003) Stages of Action Research Diagram to develop the cycle for their research.

Figure 1.

Action Plan for Research



Application Process

Before commencing the application process, the researchers administered Interview Form 1 to the senior pre-service social studies teachers. Interview Form 1 consists of questions aimed at revealing the readiness of pre-service teachers regarding out-of-school learning, memory places, and their integration with social studies. Following the examination of the completed forms, 23 pre-service teachers who were unable to answer the questions and volunteered to participate in the study were determined as the study group.

Table 1.

Sessions in the Implementation Process

	SESSION	DURATION	PURPOSE
Session 1	Creating Group Dynamics -I	120'	To enable the working group to meet each other and adapt to the process.
Session 2	Creating Group Dynamics -II	120'	To increase the interaction of the working group with each other and to ensure harmony and trust.
Session 3	Out-of-School Learning Environments	120'	To examine the readiness of the working group about out-of-school learning environments and to complete their deficiencies on the subject.
Session 4	Our Cultural Heritage	120'	To ensure that the working group gains awareness about cultural heritage.
Session 5	Cultural Elements of Antalya	120'	To enable the working group to recognize/reinforce the cultural elements related to the city they live in.
Session 6	Memory Places 1	120'	To raise awareness of the working group about the basics of memory places.
Session 7	Memory Places 2	120'	To ensure that the working group has knowledge about memory places.
Session 8	Meeting Pierre Nora	120'	To enable the working group to internalize the memory places.
Session 9	Memory Spaces Seminar	60'	To enable the working group to overcome their lack of knowledge about memory places.
Session 10	Ready to Touch Your Memories?	120'	To enable the study group to discover their own and their family's memory places.
Session 11	A Treasure in Out-of-School Learning Environments: Memory Places	120'	To enable the study group to distinguish memory places in out-of-school learning environments.
Session 12	Return with Drama Techniques	120'	To ensure that the study group's retrospective knowledge deficiencies are eliminated.
Session 13	Memory Places of Antalya 1	120'	To enable the study group to gain awareness about the memory places of the city they live in.
Session 14	Memory Places of Antalya 2	120'	To enable the study group to learn and internalize the memory places of the city they live in.
Session 15	Curriculum Development Meeting	120'	To enable the study group to explore memory places in the 2018 Social Studies Curriculum.
Session 16	Memory Places in Social Studies	120'	To enable the study group to discover memory places in social studies subjects.

Session 17	Out-of-School Excursion Plan	120'	To look at the readiness of the study group about the out-of-school trip plan and to ensure that they have knowledge about preparing a plan.
Session 18	The Memory of Social Studies: Masquerade	120'	To enable the study group to assimilate memory places in the field of social studies and to reinforce the subject.
Session 19	Return with Discussion Techniques	120'	To complete the retrospective deficiencies of the study group through discussion techniques.
Session 20	Conversation with Experts	90'	To inform the study group about Antalya's memory and memory places through field experts.
Session 21	Memory Places of Akdeniz University	120'	To raise awareness about the memory places (personal memory places) of the university (immediate surroundings) where the study group studied.
Session 22	Explore the Place, Make a Plan	120'	To enable the study group to identify an out-of-school learning environment and prepare a lesson plan for the relevant place.
Session 23	Weaving Factory Excursion	120'	To enable the study group to solve the mystery of the Weaving Factory, which is an out-of-school learning environment (enabling them to discover memory places).
Session 24	Museum of Personal Memory Place	120'	To enable the working group to better understand the memory places by bringing the elements reflecting their personal memory spaces to the classroom environment and introducing them.
Session 25	Let's Get to Know Zeytinpark	60'	To enable the study group to discover the characteristics of an area such as Zeytinpark as a memory place.
Session 26	Cumhuriyet Square	90'	To enable the study group to discover the characteristics of Cumhuriyet Square as a memory places.
Session 27	Kaleiçi	90'	To enable the working group to discover the characteristics of Kaleiçi as a place of memory.
Session 28	Introducing Zeytinpark - Short Film Presentation	120'	To enable the working group to discover Zeytinpark and introduce it from their own perspectives with a short film.
Session 29	Theoretical Course- Memory Places Lesson Plan	60'	To enable the study group to overcome their deficiencies in preparing an out-of-school lesson plan including memory places before the trip.
Session 30	A Place of Memory: Zeytinpark Meeting with Students	120+120	To enable the study group to apply the out-of-school lesson plan they prepared by associating it with memory places to secondary school students in an out-of-school environment.

During the application, at the end of each session, pre-service teachers were asked to provide written responses to reflective questions: "What did I feel, what did I notice, what did I learn?" as an evaluation of the session. At the end of the application, Interview Form 2 was administered to the pre-service social studies teachers. Interview Form 2 comprises questions

from Interview Form 1 and additional questions evaluating the application process. Lastly, on the final day of the application, the pre-service social studies teachers were asked to conduct lesson plan activities related to memory places suitable for their courses, aligning with the primary objective of the research, and these plans were evaluated.

2.4. Data Analysis

The data obtained from the application of Interview Forms 1 and 2 were analyzed using descriptive analysis, a method of qualitative analysis. In descriptive analysis, the gathered data are summarized and interpreted according to previously determined themes. The objective of such analyses is to present the findings in an organized and descriptive manner to the reader (Yıldırım & Şimşek, 2013).

The data from the evaluated sessions were descriptively presented in the categories of "what I felt/what I noticed/learned" based on the opinions of three faculty members and two doctoral students specializing in social studies. The overall judgment of the study group was presented supported by direct quotes. Likewise, the outdoor lesson plans made by the study group were presented under four headings with expert opinion and supported by direct quotes.

The credibility of a qualitative study equates to the internal validity of a quantitative study (Yıldırım & Şimşek, 2013). The credibility of this research was ensured by:

- Realistic and acceptable creation of the action idea;
- Detailed and understandable development of action steps;
- Video recording of the entire application process with examples provided in appendices;
- Step-by-step documentation of the application process with date and location information;
- Sharing data collection tools in appendices;
- Validating the entire action process's duration with expert opinions.

Additionally, for discussing and deliberating the action steps of the research, a small group consisting of three faculty members specializing in social studies, two doctoral students, and three master's students was formed. This group evaluated the end-of-session feedback, session products, and images after each session. The researcher described the next action plan after each session, and the group shared their opinions about the plan.

The reliability of the collected data was enhanced by conducting it with two other experts in the field, separate from the researcher. The reliability calculation was done using Miles and Huberman's (1994) formula: $R(\text{Reliability}) = [\text{Na (Agreement)} / \text{Na (Agreement)} + \text{Nd (Disagreement)}] \times 100$. The reliability analyses for "Pre-service Social Studies Teachers' Pre-Application Views" was found to be 91%, and for "Post-Application Views" it was 93%. Based on these findings, the research was deemed reliable. Expert opinions and direct quotes for the session analyses and plan analyses were considered sufficient. Additionally, to enhance validity, the study's findings were supported with direct quotes from the participants' views (1MPST: 1st Male pre-service teacher; 1FPST: 1st Female pre-service teacher).

3. Findings

3.1. Findings on Pre-service Teachers' Readiness Before the Application

Views of Pre-service Teachers on Out-of-School Learning Environments

When pre-service social studies teachers were asked about their views on out-of-school learning environments prior to the application, it is possible to state that they mentioned museums, historical places, zoos, factories, science and arts centers, various trips to different environments, learning in out-of-school learning environments, active learning occurring in all fields, widespread learning environments, social learning, experiential learning, and the application of theoretical lessons to practice. Considering the responses of the pre-service teachers, it is possible to say that they are aware of out-of-school learning environments based on the examples they provided. Some of the responses given by the pre-service teachers are:

"Out-of-school environments are places where students can continue their education in their social lives. In these environments, students can usually learn more easily and at their own pace, as they are generally less formal. These places can include museums, zoos, exhibitions, etc." FPST7

"When thinking of out-of-school, I think of field trips to historical and cultural sites in the student's surroundings." 1MPST "People continue to learn in the environments they live in. When it comes to out-of-school learning, I believe learning can occur in all areas". FPST8

Assessments on the Need for Out-of-School Learning Environments in Service

When pre-service social studies teachers were asked to evaluate the need for out-of-school learning environments during service, they stated that these environments ensure the retention of learned material, can be used to concretize information in cases where schools are inadequate, facilitate learning through fun and active participation, create an environment for

experiential learning, effectively convey lessons, solve the time problem in schools, and reinforce learning. In this context, it is possible to say that pre-service teachers believe that out-of-school learning should be included in the teaching process.

Some responses given by the pre-service teachers are:

"Out-of-school learning helps concretize information for students, thus meeting a teacher's need in situations of abstract learning." MPST1

"...The information presented in school is generally theoretical. Higher levels of experience and symbols mentioned in Edgar Dale's Cone of Experience can be utilized. However, out-of-school learning environments facilitate a positive transition from abstract to concrete and towards learning involving multiple senses." MPST4

Examples Given by Pre-service Teachers on Antalya's Out-of-School Learning Environments and Their Association with Social Studies Topics

When pre-service social studies teachers were asked about Antalya's out-of-school learning environments, most mentioned places such as Antalya Archaeological Museum, Atatürk's House, and Kaleiçi. Additionally, among the examples given were historical sites like Aspendos, Side, and Phaselis, as well as natural formations like Damlatas Cave, Taurus Mountains, Karain Cave, Konyaaltı Beach, Manavgat Waterfall, and the cliffs. Based on the responses, it is possible to say that pre-service teachers consider natural formations, historical buildings, commercial/industrial structures, and conservation sites beneficial for out-of-school learning.

When asked to relate Antalya's out-of-school learning environments to social studies topics, the pre-service teachers predominantly indicated they could connect them to history, culture, and geography topics. Other associations made by the teachers included archaeological artifacts, learning about Atatürk, understanding the local environment, and perceiving place and surroundings. The pre-service teachers relate Antalya's out-of-school learning environments to learning areas such as culture and heritage, people, places, environments, individual and society, and active citizenship. It is possible to say that most of the responses are superficial associations as learning areas rather than detailed topical connections. Three pre-service teachers mentioned they lacked knowledge on the subject. Some of the responses given by the pre-service teachers are:

"I would use it in the Culture and Heritage learning area. I apply these places and learning areas in the context of past and future." MPST6

"The Culture and Heritage unit is quite broad and very difficult to understand. It can also be quickly forgotten. I teach outcomes like sensitivity to aesthetic and cultural heritage. The outcomes are broad in topic and conducive to out-of-school learning." MPST10

Situations of Preparing Lesson Plans for an Out-of-School Learning Environment in Antalya

Pre-service social studies teachers were asked to prepare lesson plans for an out-of-school learning environment in Antalya prior to the application. It is possible to state that pre-service teachers described out-of-school learning environments in Antalya by giving examples. However, when asked to prepare a lesson plan using an out-of-school learning environment, none of the pre-service teachers in the study group prepared a lesson plan related to out-of-school learning environments. This suggests that pre-service teachers might not have ideas about how to prepare lesson plans concerning out-of-school learning environments.

Thoughts on Integrative Memory Elements

Pre-service social studies teachers were asked to describe the "integrative memory elements of Antalya" before the application. All pre-service teachers in the study group expressed that they did not have knowledge about integrative memory elements and therefore could not define them.

Descriptions of Elements Determining "A Nation's Fate, Beliefs, Common Values" in Out-of-School Learning Environments

When pre-service social studies teachers were asked about their views on integrative memory elements in out-of-school learning environments, most of them cited culture, religion, traditions and customs, language, and museums as examples. It is also possible to say that historical sites, shared pasts, and religious sites were among other responses given. Nine pre-service teachers mentioned they lacked knowledge about the topic. Considering the responses and the previous question, it is possible to say that pre-service teachers are not well-informed about integrative memory elements and provided their answers through guesses and inferences rather than definite knowledge. Some of the responses given by the pre-service teachers are:

"We can consider state-protected national parks, memorials, settlements from past periods that have remained untouched (not built over), battlefields, museums, places of worship, theater plays, and books." MPST8

"The fate, beliefs, and common values of a nation are gathered around elements that have been accepted by the general majority, loaded with emotions and meaning, surrounding and organizing. Examples include Anıtkabir, Çanakkale, Monumental Tombs..." FPST1

Statements on Associating Integrative Memory Elements with Out-of-School Learning Environments

When pre-service social studies teachers were asked to associate integrative memory elements with out-of-school learning environments, the majority expressed that they lacked knowledge on the subject. Other prominent responses indicated that memory elements make out-of-school learning more concrete and contribute to it, out-of-school learning environments form a whole with the information stored in memory, and the places visited outside of school are memory elements. Considering the responses of the pre-service teachers, it is possible to say that they are making inferences on the topic but do not possess detailed knowledge. Some of the responses given by the pre-service teachers are:

"Students can make the information they learn in school more permanent by integrating it with out-of-school learning environments. For example, they can reinforce their knowledge about Atatürk by visiting a museum to see his clothing and memorabilia." FPST3

"Places to visit outside of school learning are memory elements. Visiting and seeing are more enduring in memory." MPST8

"Out-of-school learning environments, that is our surroundings, are integrative memory elements, namely the historical and cultural artifacts around us. They complement each other." FPST9

Statements on Their Personal Memory Elements

When pre-service teachers were asked about their personal memory elements, the majority expressed that they lacked knowledge on the subject or did not remember. Aside from those who stated they did not know, the most notable response was holidays experienced in childhood. Considering the responses, it is evident that apart from those who said they lacked knowledge, the replies given by others could possess the characteristics of a memory place. However, the speculative nature of the responses indicates that pre-service teachers are guessing rather than speaking from informed positions. Some of the responses given by the pre-service teachers are:

"...Birthdays are an example that has grown with me as a unifying element in my family." FPST3

"I can see the holidays I experienced in my childhood as a unifying memory element. The reason was seeing the family together." MPST9

Statements on Antalya's Integrative Memory Elements

When social studies pre-service teachers were asked about the integrative memory elements of Antalya, most of them indicated that they lacked knowledge on the subject. The other notable

responses generally included museums, ancient places, natural features, and certain historical structures of Antalya. Looking at the responses, apart from those who expressed a lack of knowledge, it can be said that the examples given might have the characteristics of a memory place. However, considering previous discussions, it appears that the pre-service teachers provided these examples through guessing due to a lack of knowledge about memory places. Some of the responses given by the pre-service teachers are:

"Hıdırlık Tower, Antalya Museum, Side Ancient City, Perge Ancient City, Hadrian's Gate." MPST6

"For example, museums could be considered. Places like Ancient Cities, Atatürk's House that can unite the society might be considered memory elements. After all, this society has certain common values, a common history, and past. Therefore, these places can be cited as examples." FPST3

3.2. Findings on Pre-service Teachers' Experiences After the Application

Post-Activity Views

After the activities, most pre-service social studies teachers expressed that they felt capable of teaching using the activities, realized the significance of memory places for every individual and gained sensitivity about it, understood the importance of out-of-school learning environments in social studies, and gained a lot of experience from this work. They also noted that everyone has personal memory elements, and they learned a lot about memory places and out-of-school learning.

In line with this, when looking at how the pre-service teachers felt after the activities, many felt competent in employing various methods and techniques for teaching, felt they had developed in understanding memory places, were happy about being able to prepare out-of-school lesson plans, and felt happy for participating in a contributing study in the field. They also expressed feeling more comfortable and confident in the classroom setting.

Most pre-service social studies teachers stated that after the activities, they learned what memory places are and their contents. They mentioned that they could teach using drama activities, prepare/apply out-of-school lesson plans, create/apply lesson plans using memory places, knew about Antalya's memory places, understood the importance of out-of-school learning environments in social studies, and knew how to use these environments. Thus, it can be said that after the application, pre-service teachers shed any preconceived notions they had

before and gained both personally and socially from the study. Some of the responses given by the pre-service teachers are:

"I think memory places are meaningful for every person, can be special to everyone, and we all might have memory elements belonging to us." FPST2

"As a pre-service teacher, I believe that drama and out-of-school learning environments are indispensable at every level of education, and that all learning outcomes can be easily achieved." MPST7

"Learning about memory places and how to create a tour plan has developed me. Now, I feel more relaxed and confident in the classroom (during internship)." MPST9

"I feel how beneficial and educational out-of-school learning is." MPST8

"Even though we might not be aware of many things, I know we have memory places, and I can prepare sufficient activity plans for students to teach them about memory places." MPST1

"I learned so much valuable information. I can make and implement tour plans, prepare and lead drama activities. I know what a memory element is, how it affects our lives, and its contributions." MPST10

Assessments on the Application

Social studies pre-service teachers were asked to evaluate the application's impact on their perspectives towards the environment, their understanding of teaching, and their personal, social, and professional development.

At the end of the application, the pre-service teachers were inquired about their views on the study's impact on their outlooks towards their environments, their teaching philosophies, and their personal, social, and professional growth. None of the pre-service teachers reported negative views. All social studies pre-service teachers assessed the impacts of the study positively.

Firstly, when looking at the pre-service teachers' views on the "impact of the application on their perspectives towards the environment," it is observed that they generally used positive expressions. Most of the pre-service teachers expressed that they became more sensitive towards their surroundings regarding memory places. Additionally, they stated that places with memories became their memory places, they adapted better to their environments, gained confidence, learned about the common memory places of society, discovered that unknown places/things also have stories, were able to create activities related to every object in their surroundings, and now look at their environments with a different perspective. From this

aspect, it is possible to say that the pre-service teachers developed a social awareness towards their environment.

Some of the responses given by the pre-service teachers regarding the impact of the application on their perspectives towards the environment are:

"Since learning that ordinary places I visited could be memory places for cities and people, I've become more sensitive and attentive to my environment." FPST1

"Now, wherever I look, I think, 'What have I experienced here?' For every street I pass, I can say, 'This is a memory place for me because of this reason.' Now I know things with memories are memory elements for me." FPST2

When social studies pre-service teachers were asked about the impact of the application on their "understanding of teaching," most indicated that they learned the importance of fun and active learning, acquired the ability to plan and use activities for out-of-school learning, and gained confidence in efficiently conducting lessons. They also learned how to create tour plans using memory places, understood that out-of-school learning and memory places facilitate students' learning, adopted the idea that lessons would not always be confined to four walls, and could provide examples from nature, our ancestors' legacy, and memory elements adopted by society in their lessons. Thus, it is possible to say that pre-service teachers' knowledge in the field has solidified, and their understanding of teaching has positively changed.

Some of the responses given by the pre-service teachers regarding the impact of the application on their understanding of teaching are:

"I can provide examples from nature and our ancestors' legacy, daily life, and both abstract and concrete memory elements embraced by the entire society while conveying events and phenomena." MPST4

"I see myself one step ahead of many teachers even before being appointed. With all these learned practices, I am ahead of a teacher continuing the traditional education approach. I see my students as motifs ready for processing. I will add the most beautiful aesthetics to them by applying what I learned in this study." MPST10

When looking at the responses about the application's contribution to their "personal development," most pre-service teachers expressed that they could better articulate themselves in public and their confidence increased, they gained knowledge and experience in many areas. They also felt more knowledgeable about out-of-school learning environments, it enabled them to look at life and the world from a different perspective, they realized the importance of their personal memory places, and understood the importance of memory places for society. From

the pre-service teachers' statements, it can be inferred that they first became aware of themselves and subsequently gained social awareness.

Some of the responses given by the pre-service teachers regarding the contribution of the application to their personal development are:

"A handkerchief can mean a lot. The important thing is to assign value to it. I have also started to feel competent in the drama area." FPST2

"I didn't know much about memory places, honestly. For example, Zeytinpark is now a very important memory place for me. I learned how to plan activities and grasped the importance of memory places for society." FPST3

When looking at the responses from social studies pre-service teachers regarding the application's "contribution to their social development," the majority expressed that the application helped them overcome shyness and strengthen their social relationships. They also noted becoming more patient, more responsible towards their surroundings, and learning that memory places frequently occur in social life. In this context, it is possible to say that the pre-service teachers were able to adapt more comfortably to society by overcoming emotions that hinder social interaction after the study. Some of the responses given by the pre-service teachers regarding the contribution of the application to their social development are:

"Through this study, I overcame the shyness I felt outside. I can now form stronger relationships with my friends." MPST2

"Before this study, I was somewhat shy even with my own classmates. But now, I feel more confident in myself." MPST5

Regarding the application's "contribution to their professional development," most pre-service teachers mentioned learning to plan and implement out-of-school activities, acquiring a student-centered classroom management style, and understanding how to relate various outcomes with memory places. They also learned various methods and techniques applicable within the classroom and expressed gaining confidence in the profession. In this context, it can be said that pre-service teachers are likely to start their profession more confidently due to the self-assurance they gained before entering the service. Some of the responses given by the pre-service teachers regarding the contribution of the application to their professional development are:

"In my teaching career, many outcomes can be related to memory places. Besides, I learned to plan out-of-school activities." MPST1

"The contribution to my professional development is immense. We learned how to create an out-of-school lesson plan and deliver outcomes. Learning to make

educational trips, which are very fitting for social studies, more effective was very important." FPST11

Statements on Why They Should Use Out-of-School Learning Environments in Service

When social studies pre-service teachers were asked why they should use out-of-school learning environments during service, they generally mentioned that using these environments would enhance the permanence of the lesson and provide students with concrete experiences, as social studies is a subject intertwined with life. Additionally, many topics in the subject are related to out-of-school learning environments, allowing students to learn social studies, a broad and comprehensive subject, actively and permanently. From the responses, it is evident that pre-service teachers recognize the importance of out-of-school learning environments for social studies. Some of the responses given by the pre-service teachers are:

"Because listening and experiencing are never the same. If students are taken to related learning environments, the information can be delivered more effectively."
MPST3

"Social studies is a multidisciplinary field. I couldn't imagine a subject so intertwined with art, literature, and so much else being independent of out-of-school learning environments. Due to the subject's deep connection with various sciences, I believe out-of-school learning environments are crucial for imparting lasting knowledge."
FPST12

Statements on Why They Should Use Memory places in Service

When social studies pre-service teachers were asked at the end of the application why they should use memory places during service, they generally stated that memory places, offering examples from life, facilitate learning, are suitable for social studies as they hold society together, and can enhance lesson permanence as they are inherent to social studies. Moreover, a pre-service teacher expressed that memory places are a collection of concrete or abstract information, emotions, and memories that unite people at a common point, making them necessary for social studies. Considering the responses, it is possible to say that the application served its purpose, and all pre-service teachers are knowledgeable about the importance and definition of memory places in the field of social studies. Some of the responses given by the pre-service teachers are:

"Memory places are an entirety of all our emotions, encompassing everyone with concrete or abstract information, memories, and feelings. Teachers can unite students with different socio-cultural characteristics around memory places." MPST4

"This course, aiming to cultivate good citizens, cannot be independent of memory places /values that give meaning to us. For instance, the Grand National Assembly of Turkey building, a memory place itself, can be taught very effectively with active

participation in the area of active citizenship. Each outcome speaks to at least one memory place, and as memory places are the values that make us, they directly serve the purpose of this course." FPST10

Statements on the Similar and Different Aspects of Out-of-School Learning Environments and Memory places

When social studies pre-service teachers were asked about the similar aspects of out-of-school learning environments and memory places, generally, they expressed that memory places and out-of-school learning environments affect each other. Meaning, memory places can be out-of-school learning environments or out-of-school learning environments can contain memory places. Additionally, they noted that both contribute to permanence through observation and connection to the past, facilitate short-path acquisition using common objects and outcomes, and enable learning through fun and effective lesson conveyance. Thus, it is possible to say that pre-service teachers understand the characteristics of both memory places and out-of-school learning environments and can articulate their similarities. Some of the responses given by the pre-service teachers are:

"Many out-of-school learning environments are actually memory places. For example, Çanakkale Martyrs' Memorial, Anıtkabir, museums etc. These are more material items loaded with value and meaning." MPST1

"A common element in the collective memory of the society can also be an out-of-school learning environment. For instance, the nostalgia tramway in Antalya is a memory place, but it can also enhance understanding of transportation activities in a social studies class through an external visit. I believe both have common elements in terms of reinforcing concepts, making them concrete, and ensuring permanence." FPST12

Regarding the differing aspects of out-of-school learning environments and memory places, pre-service teachers generally mentioned that memory places could have different meanings for individuals, whereas out-of-school learning environments tend to evoke the same thing for people. Additionally, most pre-service teachers stated that memory places could be any concrete or abstract thing, but out-of-school learning environments need to be a specific place. Considering the responses, the majority of pre-service teachers articulate differences between memory places and out-of-school learning environments, while one suggests that there is no differentiation as out-of-school learning environments encompass memory places. Hence, it is possible to say that pre-service teachers are proficient in explaining the differences between memory places and out-of-school learning. Some of the responses given by the pre-service teachers are:

"I don't see a differing aspect. In fact, out-of-school learning environments become more meaningful as they encompass memory places." MPST6

"Memory places vary for each individual. A stone or a plant can be a memory place for someone. Out-of-school learning environments mean the same for everyone." MPST5

Statements on Learning Areas and Outcomes Related to Memory places in the Social Studies Curriculum

At the end of the application, social studies pre-service teachers were asked to provide examples of learning areas and outcomes related to memory places in the Social Studies Curriculum.

Table 2.

Learning Areas and Outcomes Related to Memory Places

Learning Domain	Achievements	f
People, Places and Environments	SB.4.3.3. Distinguishes natural and human elements in the environment they live in.	3
	SB.5.3.3. Gives examples of the effects of natural features and human features on population and settlement in and around the place where they live.	1
Production, Distribution and Consumption	SB.4.5.2. Recognizes the main economic activities in his/her family and immediate surroundings.	5
	SB.5.5.2. Recognizes the professions that develop depending on the economic activities in and around the place where they live.	1
	SB.5.5.4. Analyzes the production, distribution and consumption network of products to meet basic needs.	1
	SB.6.5.2. Analyzes the effects of unconscious consumption of resources on living life.	1
	SB.7.5.2. Evaluates the effects of developments in production technology on social and economic life.	1
Culture and Heritage	SB.4.2.2. Gives examples by researching the elements reflecting the national culture in his/her family and environment.	3
	SB.6.2.4. Analyzes the process of Turks' homeland of Anatolia within the scope of XI and XIII. centuries.	2
	SB.4.2.1. Makes a family history study by using oral, written, visual sources and objects.	1
	SB.5.2.1. Recognize the important contributions of Anatolian and Mesopotamian civilizations to human history based on their tangible remains.	1
	SB.5.2.2. Introduces natural assets and historical places, objects and artifacts in their environment.	1
Effective Citizenship	SB.7.2.5. Gives examples of Ottoman culture, art and aesthetics.	1
	SB.5.6.4. Values our flag and the National Anthem as symbols of national sovereignty and independence.	1

Reviewing the responses of the social studies pre-service teachers participating in the study, it is possible to say that all participants correctly identified the learning areas and outcomes

related to memory places . Pre-service teachers mostly associated memory places with the "Production, Distribution, and Consumption" learning area. In this learning area, it is possible to say that 6 outcomes at the 4th-grade level, 2 outcomes at the 5th-grade level, 1 outcome at the 6th-grade level, and 1 outcome at the 7th-grade level are related to memory places . The outcome "S.S.4.5.2. Recognizes the main economic activities in their family and immediate environment." was the most frequently associated outcome (5) by pre-service teachers with memory places .

Another learning area that pre-service teachers frequently associated with memory places is "Culture and Heritage." In the Culture and Heritage learning area, a total of 9 outcomes across various grade levels are associated with memory places : 4 outcomes at the 4th-grade level, 2 outcomes at the 5th-grade level, 2 outcomes at the 6th-grade level, and 1 outcome at the 7th-grade level. "People, Places, and Environments" is another associated learning area. It is possible to say that pre-service teachers associated 3 outcomes at the 4th-grade level and 1 outcome at the 5th-grade level with memory places in this learning area. 1 outcome is associated with the "Active Citizenship" learning area at the 5th-grade level. Additionally, from the responses, it can be said that pre-service teachers were able to make associations in "Culture and Heritage" and "Production, Distribution, and Consumption" learning areas at every grade level. Some of the responses given by the pre-service teachers are:

"Based on the outcome 'analyzing the network of production, distribution, and consumption of products aimed at meeting basic needs,' I would take students to Antalya's memory place of a textile factory and conduct activities related to production, distribution, and consumption." MPST2

"Outcome: Conducts family history research using oral, written, visual sources, and objects. Memory place: Çanakkale Martyrs' Memorial. Learning Area: Culture and Heritage." FPST12

"Outcome: Researches and provides examples of elements reflecting the national culture of their family and environment. The learning environment is Atatürk's house, and the photo representing Atatürk's visit to Antalya is the memory place." MPST1

Thoughts on Associating Memory places with the Field of Social Studies

Social studies pre-service teachers were asked at the end of the application to associate memory places with the field of social studies. All participants expressed that they were able to relate memory places to the field of social studies. When considering their thoughts on the association, generally, they mentioned that "social studies and memory places have many common topics,

both are areas and subjects embedded in life, both unite society, memory place objects are present in the outcomes of social studies, memory places are the manifested content of social studies, both are related to cultural heritage, and both fundamentally concern human beings." Based on these explanations, it can be said that pre-service teachers consider memory places and the field of social studies to be intertwined and connected. Some of the responses given by the pre-service teachers are:

"I associate memory places with the field of social studies because our lessons address the past and the future, and memory places remind us of the past." FPST7

"I relate memory places with the field of social studies because memory places are the manifested form of social studies content. The core subjects of social studies are mostly memory places themselves." MPST4

3.3. Findings on the Evaluation of the Study Group's Plans for Using Memory places in Social Studies Classes after the Application

Social studies pre-service teachers were asked to create a tour plan based on a specified memory place. The social studies pre-service teachers in the study group selected a relevant outcome from the social studies curriculum and prepared lesson plans for a chosen memory place, Zeytin Park in Antalya. On the final day of the application, they implemented their plans with a group of primary and middle school students who came to Zeytin Park for a tour at that time. After the tour, participants were given back their plans and asked to evaluate them in the context of their implementation.

The Ability of Pre-service Teachers to Present the Specified Place as a Memory place in the Tour Plan

In examining the plans of the study group's pre-service teachers, it can be said that they were generally able to showcase the designated place as a memory place. 20 participants reflected the significance of Zeytin Park for Antalya as a memory place in their plans, focusing on its historical importance, contribution to labor force, and its significance and unifying role for the people of Antalya through their activities. However, 3 participants showcased Zeytin Park primarily as an important out-of-school learning environment for Antalya. While they highlighted the park's ancient trees as a memory element, their plans were somewhat lacking in portraying it as a memory place for Antalya. Some excerpts from the participants' plans are:

FPST7. Activity 3: Antalya's Lungs. You've been cleaning the air of this city for years. You are the oldest of all trees. What have you seen, what have you experienced? Now, speak to the other trees about what you've seen in this city.

MPST6. Activity 2: The Secret of Antalya is in Zeytin Park. There's a historical tree in Zeytin Park. Find that tree. What might this tree have witnessed? Think about it.

FPST10. Activity 3: Touch Me. Let's talk to the century-old olive tree in Zeytin Park. What might this tree have contributed to the city in the production-consumption cycle?

FPST13. Activity 1: Zeytin Park is Calling You. What comes to mind when you hear you will visit Zeytin Park? Which social studies topic does this place remind you of?

Pre-service Teachers' Ability to Select Appropriate Learning Area, Outcome, and Grade Level for the Memory place Tour Plan

Upon reviewing the plans of the pre-service teachers in the study group, it was generally observed that they selected outcomes from the learning areas of "People, Places, and Environments," "Culture and Heritage," and "Production, Distribution, and Consumption." 13 participants approached the place historically, 4 geographically, and 6 economically in their planning. Additionally, all participants were able to choose appropriate outcomes and grade levels for Zeytin Park. Some excerpts from the participants' plans are:

FPST3. Grade: 5 Learning Area: Culture and Heritage Outcome: Introduces the natural assets, historical places, objects, and artifacts in their environment.

FPST1. Grade: 4 Learning Area: People, Places, and Environments Outcome: Distinguishes between natural and human elements in their living environment.

FPST8. Grade: 5 Learning Area: Production, Distribution, and Consumption Outcome: Relates the country's resources to economic activities.

Pre-service Teachers' Implementation of Plan Steps and Use of Methods in the Memory place Tour Plan

Upon reviewing the plans of the pre-service teachers in the study group, it is possible to say that all of them correctly implemented the lesson plan steps in their plans. Pre-service teachers have gained proficiency in preparing plans for an out-of-school learning environment and relating the out-of-school learning environment to memory places within the scope of social studies lessons compared to before the applications. Additionally, when looking at their plans, 15 pre-service teachers used drama, and 8 used the excursion observation method in their plans.

Pre-service Teachers' Evaluation of Their Activities and Performance After Implementing Their Plans

After implementing their plans, the pre-service teachers in the study group were asked to evaluate their activities and performance based on the plans. Upon reviewing these evaluations, all participants stated that they emphasized the memory place element in their implementations, were able to relate it to social studies, and managed to complete their plans. Four participants expressed difficulty in giving directions while implementing the plan, six found it challenging to respond to students' questions, and two mentioned that students struggled to provide the desired feedback in drama activities. Additionally, 12 pre-service teachers expressed having a very productive experience and found conducting a class outside to be very enjoyable. Nine pre-service teachers were very pleased with the final activity of their training and felt they had the opportunity to fully express themselves. It can also be said that all participants indicated a full adoption of the concept of memory place in their expressions. Some excerpts from the participants' plan evaluations are:

FPST12: I believe I was quite successful in implementing my plan. It was the ultimate final activity. We went through training and creating a practical example was very fruitful. Even though there were issues arising from the students (understanding instructions, focusing their attention, movements in the place, etc.), I believe they had an unforgettable experience related to the memory place. The biggest shortcoming in this journey was my inexperience. The best part was knowing beforehand how to deliver such a powerful element as memory places in such an effective location. I didn't have much trouble with time. The learning area and outcome I chose were perfect for this place. In social studies, every place is an out-of-school learning environment, and within these learning areas are hidden treasures: the memory places. I think they got this message, but most importantly, neither they nor we will forget today.

MPST4: I had no issues with timing in my plan. I believe the outcome and topic I chose were suitable. The students mentioned that it was their first time doing such an activity in an outdoor setting. This was a significant feedback for me. They were unfamiliar with the memory place, which is natural, but they didn't dwell on it. They understood that it's an important place for the people of Antalya, a historical, economic, and cultural bridge from the past to the present. I asked the students if they had ever had a social studies class like this before. They used to perceive excursions as fatigue, chaos, or an escape from class. I believe today I've shattered that perception. Preparing a lesson plan, an outdoor lesson plan, and specifically for a memory place was a very different experience.

4. Discussion and Conclusion

This research was conducted using the action research model to enable social studies pre-service teachers to recognize memory places that can be considered out-of-school learning environments, relate them to social studies education, and demonstrate how to use these memory places in their field. The results obtained for the purpose of the research have been examined in three groups: readiness before the application, experiences and views after the application, and results related to out-of-school lesson plans after the application. The results of the research are explained below in order.

4.1. Results Related to Readiness for Out-of-School Learning Environments and Memory places Before the Application

By examining the responses of the pre-service teachers, it can be concluded that although not in detail, the pre-service teachers had an idea about out-of-school learning and could distinguish and provide examples of out-of-school learning environments that could be used in their surrounding area.

When examining the findings related to how pre-service teachers relate out-of-school learning environments with social studies topics, it was observed that they predominantly mentioned they could associate these environments with history, cultural topics, and geography. However, it appears that pre-service teachers' efforts to relate out-of-school learning environments with social studies topics remained superficial. From this, it can be concluded that while social studies pre-service teachers can list out-of-school learning environments in their surroundings, they lack in-depth association with their field. Çengelci (2013)'s study aimed at revealing social studies teachers' views on out-of-school learning showed that participating teachers mostly benefited from out-of-school learning in teaching history and geography topics. They mentioned conducting trips to historical sites nearby for history topics and utilizing local resources for climate, vegetation, and minerals in geography topics. This study shows similarities with the results of the current research. Another similar study is by Coşkun Keskin and Kaplan (2012), which aimed to explore how toy museums as out-of-school learning environments can provide children with perspectives and skills in social studies and history education. The study concluded that toy museums as out-of-school environments could be utilized to enhance skills related to social studies and history education among students,

showing similarities with the results of this research in terms of the contributions of museums, as one of the out-of-school learning environments, to learning.

Upon examining the findings related to the ability of pre-service teachers to prepare a lesson plan for an out-of-school learning environment, it was observed that none of the pre-service teachers were able to prepare a lesson plan specific to an out-of-school learning environment. This indicates that pre-service teachers do not know how to utilize an out-of-school learning environment in social studies, suggesting that even if they know the environment and organize a trip, they will not achieve the trip's purpose without a specific plan. Considering that a trip to an out-of-school learning environment for a social studies class should be conducted within the framework of a topic and outcome, the inability to prepare a plan shows a deficiency since pre-service teachers need to be capable of planning not only the lesson but also an outdoor trip. Bozdoğan (2012) in his applied study on planning trips to out-of-school environments found that a majority of pre-service teachers did not feel confident about planning a trip before the applications.

It was observed that none of the pre-service teachers were able to define unifying memory elements. This suggests that pre-service teachers are not knowledgeable about unifying memory elements. However, when unifying memory elements were explained to pre-service teachers as "factors determining the fate, beliefs, and shared values of a nation," they provided responses. The fact that pre-service teachers responded after the explanation suggests that although they might be aware of certain subtopics covered by memory places, they do not have explicit knowledge that these are considered memory places and have responded based on the explanation provided.

When examining the findings related to pre-service teachers' ability to associate out-of-school learning environments with unifying memory elements, it was found that the majority of pre-service teachers were unable to make such associations. This could be due to a lack of sufficient knowledge about how to use out-of-school learning environments and unifying memory elements. Furthermore, when examining the findings related to pre-service teachers' personal memory elements, it is generally concluded that they are not knowledgeable about the subject.

When examining the findings related to pre-service teachers' views on the unifying memory elements of Antalya, it is generally noted that they were unable to respond. Those who did respond often cited museums, historical sites, and natural beauties as examples.

4.2. Results Related to Experiences, Views, and Associations with Social Studies of Memory places and Out-of-School Learning Environments After the Application

Upon examining the findings related to what pre-service teachers learned after the application, the statements "definition and content of memory place, teaching with the drama method, preparing and implementing a lesson plan using memory place, implementing and preparing an out-of-school lesson plan" were notable. From this, it is inferred that the pre-service teachers provided consistent responses in line with what they did not know before the application and what they learned as a result, indicating that the research achieved its objective.

At the end of the applications, it can be concluded that pre-service teachers gained awareness towards their environment and were able to relate the topic of memory places to life, increasing their social adaptation. The applications and chosen educational philosophies seem to have reinforced a constructivist attitude in their understanding of teaching among social studies pre-service teachers. In Karatekin et al.'s (2017) study aiming to identify memory places in Kastamonu and assess these places from a social study teaching perspective, it was found that teaching social studies using memory places facilitated experiential learning, increased interest in subjects and lessons, and enhanced students' active participation in the learning process. This result shows similarity with the outcome of this research.

At the end of the study, it can be suggested that social studies pre-service teachers, by learning about memory places, enhanced their personal development and awareness towards the environment. The activities performed using various methods and techniques during the applications seem to have increased their societal adaptation and professional competencies, especially in integrating newly acquired information into their professional knowledge.

When examining the findings related to why pre-service teachers should use out-of-school learning environments in service, the explanations provided by the pre-service teachers regarding the necessity of using out-of-school learning in social studies indicate that they are knowledgeable about out-of-school learning and competent enough to justify its use. This aligns with Malkoç and Kaya's (2015) study on identifying out-of-class school environments

used in teaching social studies. In that study, teachers indicated that these environments facilitated permanent learning, concretized knowledge, and provided opportunities for experiential learning and extracurricular activities. They also emphasized that out-of-class school environments supported students' socialization. Additionally, Öner (2015)'s research on out-of-school history teaching with teachers revealed that out-of-school history teaching improved retention of knowledge and increased interest in the subject. In this regard, the study shows similarity with the results of this research.

In the study conducted by Avcı and Öner (2015) to reveal social studies teachers' views and suggestions on teaching social studies with historical places, it was found that teaching with historical places would concretize students' knowledge, make it permanent, provide opportunities for active and experiential learning, foster curiosity and interest in history, and develop a sense of guardianship and preservation of cultural heritage. Similarly, Çepni and Aydın's (2015) study on the views of social studies teachers about out-of-class school environments suggested that utilizing these environments would increase the retention of information in social studies teaching, contribute to experiential learning, make learning enjoyable, and concretize topics. This study shows similarity with the results of the research.

The necessity expressed by pre-service teachers for using memory places in-service indicates that they have internalized the concept of memory places and can relate it to their field. This aligns with Karatekin et al.'s (2017) study on identifying memory places in Kastamonu and evaluating them in terms of social studies teaching, which posits that "using memory places in social studies lessons will help students concretize information, develop historical empathy, perceive continuity and change, compare the past with the present, and gain national historical consciousness."

When examining the findings related to the similarities between out-of-school learning environments and memory places, it is possible to conclude that the two concepts are intertwined and highly related. Moreover, the findings suggest that, despite their relatedness, pre-service teachers understand the distinct aspects of these concepts.

When examining the findings regarding pre-service teachers' understanding of memory places in relation to the Social Studies Curriculum's learning domains and achievements, prominent areas include "People, Places, Environments, Culture and Heritage, Production, Distribution,

Consumption, and Active Citizenship." It's evident that not only are the achievements related to memory places, but they are also applicable in out-of-school learning environments. This suggests that pre-service teachers grasp the significance of memory places within out-of-school learning contexts. Çapkin's (2018) study aimed at identifying memory places in social studies textbooks found that "Culture and Heritage" and "Global Connections" learning areas featured memory places most frequently, while "People, Places, and Environments" had the least. The associations made by pre-service teachers between memory places and learning domains in this research show similarities with Çapkin's findings. Similarly, in a study conducted by Coşkun Keskin and Kaplan (2012) with students in a toy museum as an out-of-school learning environment, it was found that students emphasized topics forming the content of social studies and history education, including past periods, events of those periods, social life of communities, economy, and culture. In this respect, the study aligns with the outcomes of the current research.

Examining the findings related to pre-service teachers' associations between the field of social studies and memory places shows that they are aware of the significant aspects of both and can relate memory places to social studies, highlighting their importance within the subject. Similarly, in Karatekin et al.'s (2017) study to identify memory places in Kastamonu and evaluate them in terms of social studies teaching, it was concluded that knowledge, skills, values, and attitudes related to a society's history and culture could be conveyed through memory places. This suggests that memory places play a role in unifying society. In this context, the study displays similarities with the results of this research.

4.3. Results Related to the Evaluation of Plans for Using Memory places in Social Studies

Lessons After the Applications

Upon reviewing the findings related to the plans prepared by the study group for using memory places in social studies lessons after the application, it is observed that the pre-service teachers demonstrated the designated place as a memory place. However, the plans were found to be somewhat weak in illustrating the place as a "memory place of Antalya," possibly due to the presence of many prominent memory places in Antalya. The study group has appropriately chosen the class level and learning outcomes related to the designated place. Additionally, it can be said that all pre-service teachers applied the steps of the lesson plan correctly in their

prepared plans. This suggests that, compared to before the application, pre-service teachers have gained competence in preparing a plan for an out-of-school learning environment and associating it with a memory place within the context of social studies. Bozdoğan's (2012) study on trip applications in out-of-school learning environments concluded that, after the applications, nearly all pre-service teachers provided detailed and explanatory information on planning a trip.

Overall, it is feasible to say that the plans were as expected. The pre-service teachers have been successful in preparing and implementing a plan after 30 sessions. In terms of the research, the findings of the study reflect that the pre-service teachers have completed their training successfully. Thus, it can be said that the pre-service teachers, compared to before the research, have gained significant experience pre-service and will start their in-service teaching more equipped.

5. Recommendations

Studies can be conducted to analyze how memory places are incorporated in the field of social studies, including examinations of curricula and textbooks. Memory places in the immediate vicinity and across Turkey can be identified, and research can be conducted on their applicability in social studies. The knowledge and skills of social studies teachers regarding the application of memory places can be enhanced. To this end, effective and continuous in-service training programs related to the application process of memory places can be organized. Consciousness about memory places can be developed among pre-service teachers prior to entering the service.

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